Braehead Primary

2009/2010

Gould Street
Ayr
KA8 9PJ

01292 266571
Fax 01292 292597
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1. Introduction by Head Teacher

Welcome to Braehead Primary School

We are proud of our reputation in the local community as a school that has a happy relaxed atmosphere where children are nurtured in a safe and caring environment and where all our children are encouraged to reach their full potential.

We believe strongly in all children having ownership of their learning and we encourage them to continue to develop the skills they require to take their place confidently in the ever changing society that we live in.

The curriculum we have in Braehead Primary and Braehead Nursery places your child at the very centre and this we continue to improve upon by establishing good working relationships with you the parent through Open Afternoon’s, Parent meetings, Questionnaires and the Parent Forum. Our aim is to learn from you about your child, their interests, and their needs and for us both to become an active and effective part in his/ her school life.

The staff and I look forward to working in partnership with you both therefore in conclusion may I thank you for taking the time to read this handbook and if you want to know more please call into the school and we will do our best to help.

Lee MacArthur
Head Teacher
South Ayrshire Council
Values

The council has set out its own six core values:

✓ Help for those who need it most

✓ Commitment to quality public services

✓ Pride in the community

✓ Service to others

✓ Lifelong Education

✓ Partnership
### Educational Aims

<table>
<thead>
<tr>
<th>PARENTS</th>
<th>SCHOOL</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
</table>

The school recognises the importance between parents and Teachers in achieving its aims, which are to:

1. Provide a curriculum which has breadth and balance and which encourages pupils to achieve knowledge, skills and understanding.

2. Ensure that individuals realise their full potential as a result of our strategies for raising standards.

3. Produce well-planned, stimulating programmes of work which support the needs of all pupils.

4. Support all pupils, taking into account the diversity of needs and aspirations.

5. Promote positive liaison with parents and external agencies whereby the views of all participants are valued.

6. Provide a safe, pleasant and stimulating environment to support the activities of the pupils.

7. Ensure that the quality of experience for our pupils is of the highest possible standard.

In other words, our aim is to give our pupils the best possible start to their education. We will do our best to help them grow and develop within a caring environment so that they can achieve the highest possible standards.
### 3. School Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Braehead Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address</strong></td>
<td>Gould Street</td>
</tr>
<tr>
<td></td>
<td>AYR</td>
</tr>
<tr>
<td></td>
<td>KA8 9PJ</td>
</tr>
<tr>
<td><strong>Telephone Number</strong></td>
<td>01292 266571</td>
</tr>
<tr>
<td><strong>Email address</strong></td>
<td><a href="mailto:braehead.mail@south-ayrshire.gov.uk">braehead.mail@south-ayrshire.gov.uk</a></td>
</tr>
<tr>
<td><strong>Denominational status</strong></td>
<td>Non-denominational and co-educational</td>
</tr>
<tr>
<td><strong>Accommodation and capacity</strong></td>
<td>Capacity is 231.</td>
</tr>
<tr>
<td></td>
<td>It should be noted 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.</td>
</tr>
<tr>
<td><strong>Nursery provision</strong></td>
<td>Braehead Nursery</td>
</tr>
<tr>
<td></td>
<td>Gould Street</td>
</tr>
<tr>
<td></td>
<td>Ayr</td>
</tr>
<tr>
<td></td>
<td>KA8 9PJ</td>
</tr>
<tr>
<td><strong>Catchment map and area</strong></td>
<td>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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>.</td>
</tr>
<tr>
<td></td>
<td>Catchment map and area (available from Resources Section, Education, Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr, KA7 1DR)</td>
</tr>
</tbody>
</table>
### 4. School Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs E MacArthur</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs. N Campbell</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Mrs N Mitchell</td>
<td>Principal Teacher - Primary 5/6 Teacher</td>
</tr>
<tr>
<td>Ms Louise Collins</td>
<td>Principal Teacher - Primary 1 Teacher</td>
</tr>
<tr>
<td>Mr A Nicholson</td>
<td>Teacher - Primary 7</td>
</tr>
<tr>
<td>Mrs. M McNaughton</td>
<td>Teacher - Primary 3/4</td>
</tr>
<tr>
<td>Mrs F Burns</td>
<td>Teacher - Primary 4/5</td>
</tr>
<tr>
<td>Mrs. Esther Stevens</td>
<td>Teacher - Primary 2/3 (0.4)</td>
</tr>
<tr>
<td>Miss L McFadzean</td>
<td>Teacher - Raising Attainment</td>
</tr>
<tr>
<td>Mrs K Paton</td>
<td>Teacher - Pupil Support</td>
</tr>
<tr>
<td>Mrs Pat Armstrong</td>
<td>Teacher - Support for Learning</td>
</tr>
<tr>
<td>Mrs E Moffat</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Mrs J Barrie</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Mrs S Caldwell</td>
<td>PSA</td>
</tr>
<tr>
<td>Mrs C Lawrie</td>
<td>PSA</td>
</tr>
<tr>
<td>Miss I Maitland</td>
<td>PSA</td>
</tr>
<tr>
<td>Mrs D McBlain</td>
<td>Classroom Assistant (Job-Share)</td>
</tr>
<tr>
<td>Ms C Hunter</td>
<td>Classroom Assistant (Job-Share)</td>
</tr>
<tr>
<td>Mrs Crossan</td>
<td>PSA</td>
</tr>
<tr>
<td>Mr A Douglas</td>
<td>Janitor</td>
</tr>
<tr>
<td>Mrs C Rodger</td>
<td>Catering Manager</td>
</tr>
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5. **Management Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
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<tbody>
<tr>
<td>Mrs Eleanor MacArthur</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs Nan Campbell</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Mrs Nancy Mitchell</td>
<td>Principal Teacher</td>
</tr>
<tr>
<td>Ms Louise Collins</td>
<td>Principal Teacher</td>
</tr>
</tbody>
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## 6. The School Year and School Hours

### SOUTH AYRSHIRE COUNCIL

**Education, Culture and Lifelong Learning**

**School Holiday Arrangements: 2009/2010**

<table>
<thead>
<tr>
<th>Term</th>
<th>Break</th>
<th>Dates of Attendance</th>
<th>Cumulative Holiday Total</th>
<th>Cumulative Working Days</th>
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<tbody>
<tr>
<td>First</td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Fri 14 Aug 2009</td>
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<td></td>
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<td>Teachers (Inservice)</td>
<td>Mon 17 Aug 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupils return</td>
<td>Tues 18 Aug 2009</td>
<td></td>
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<tr>
<td></td>
<td>First Mid Term</td>
<td>local holiday</td>
<td>Fri 18 Sept 2009</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>local holiday</td>
<td>Mon 21 Sept 2009</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Close</td>
<td>Teachers (Inservice)</td>
<td>Fri 9 Oct 2009</td>
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<td></td>
<td></td>
<td>Re-open (Pupils)</td>
<td>Mon 19 Oct 2009</td>
<td>7</td>
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<tr>
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<td></td>
<td>Tues 20 Oct 2009</td>
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<td>Close</td>
<td>Wed 23 Dec 2009</td>
<td>87</td>
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<tr>
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<td>Second Mid Term</td>
<td>Re-open</td>
<td>Thurs 7 Jan 2010</td>
<td>17</td>
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<td></td>
<td>Close</td>
<td>Thurs 11 Feb 2010</td>
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<td></td>
<td></td>
<td>local holiday</td>
<td>Fri 12 Feb 2010</td>
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<tr>
<td></td>
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<td>Holiday</td>
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<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Tues 16 Feb 2010</td>
<td>19</td>
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<td></td>
<td>Re-open (Pupils)</td>
<td>Wed 17 Feb 2010</td>
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<tr>
<td></td>
<td>Third May Day</td>
<td>Close</td>
<td>Thurs 1 April 2010</td>
<td>145</td>
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<tr>
<td></td>
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<td>Re-open</td>
<td>Mon 19 Apr 2010</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Mon 3 May 2010</td>
<td>31</td>
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<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Thurs 27 May 2010</td>
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<td></td>
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<td>local holiday</td>
<td>Fri 28 May 2010</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>local holiday</td>
<td>Mon 31 May 2010</td>
<td>33</td>
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<tr>
<td></td>
<td></td>
<td>Close</td>
<td>Fri 29 Jun 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 2007/08</td>
<td>Teachers (Inservice)</td>
<td>Mon 16 Aug 2010</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Tues 17 Aug 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupils return*</td>
<td>Wed 18 Aug 2010</td>
<td></td>
</tr>
</tbody>
</table>

**NB**  Good Friday: 2 April 2010

*Pupil’s attendance will be 190 days after deducting 5 in-service days.*
Primary 1 is dismissed at 12:35pm each day during the first term of the session till September.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>OPEN</td>
<td>9.00 am</td>
</tr>
<tr>
<td>INTERVAL</td>
<td>10.40am - 10.55 am</td>
</tr>
<tr>
<td>LUNCH</td>
<td>12.35 pm - 1.20 pm</td>
</tr>
<tr>
<td>CLOSE (P1/2)</td>
<td>2.50 pm</td>
</tr>
<tr>
<td></td>
<td>3.00 pm (P3/7)</td>
</tr>
</tbody>
</table>

**Breakfast Club**

When possible, we operate a Breakfast Club over the dark days of winter - currently this is not in operation. Pupils have a healthy breakfast and then go on to be involved in an activity. This can take the form of a game, music, or a video. In addition, we have started a programme of physical exercise for the children twice a week.

### 7. Enrolment

Enrolment takes place annually in January, or early February - details are given in the local press. At all other times, parents should contact the school office and make an appointment with the Head Teacher.

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year.

Children who live in the catchment area of a particular school require to enrol at the school where they will be informed of their right to make a placing request to another school of their choice and the relevant conditions.

During the summer term, parents of children about to enter the beginner's class in August will be invited to the school for one afternoon. For the child, this is an opportunity to meet new classmates and the teacher and to experience some school activities. This is also a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained and questions answered. Once the children have settled in school, parents will be invited into the school for an afternoon to become more involved in the processes and routines in developing reading, number and writing in the early years.

Parents who are seeking a place in the school for their children at any stage can arrange a visit to view the school and ask any questions they may have by making an appointment with the Head Teacher.
SECTION B – Teaching and Learning

1. The Core Curriculum

Guidelines covering the curriculum for children aged 5-14 (P1 - Secondary2) have been introduced throughout Scotland. Documents have been produced covering language, Mathematics, Religious and Moral Education, Environmental Studies, Expressive Arts and Personal and Social Education.

At Braehead Primary the curriculum has been drawn up taking these guidelines into account to provide a well-balanced programme of learning.

5-14 CURRICULUM

<table>
<thead>
<tr>
<th>Language</th>
<th>Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Problem-solving and Enquiry</td>
</tr>
<tr>
<td>Talking</td>
<td>Information Handling</td>
</tr>
<tr>
<td>Reading</td>
<td>Number Money and</td>
</tr>
<tr>
<td>Writing</td>
<td>Measurement</td>
</tr>
<tr>
<td></td>
<td>Shape, Position and Movement</td>
</tr>
<tr>
<td></td>
<td>Mental Maths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Expressive Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Art and Design</td>
</tr>
<tr>
<td>Social Subjects</td>
<td>Drama</td>
</tr>
<tr>
<td>Technology</td>
<td>Music</td>
</tr>
<tr>
<td>Health Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious and Moral Education</th>
<th>Personal and Social Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christianity</td>
<td>Self Awareness</td>
</tr>
<tr>
<td>Other World Religions (Judaism and Hinduism)</td>
<td>Self-esteem</td>
</tr>
<tr>
<td>Personal Search</td>
<td>Inter-Personal Relationships</td>
</tr>
<tr>
<td></td>
<td>Independence and inter-</td>
</tr>
<tr>
<td></td>
<td>dependence</td>
</tr>
</tbody>
</table>

CLASS STRUCTURE

It is sometimes necessary to have composite classes at some stages within the school. The actual structure of these classes is made taking full account of existing successful groupings of children, using testing in language and/or maths as the baseline for these decisions. Parents will, of course be informed, well in advance, if their child will be involved in a composite class for next session. A pamphlet "A Guide to Parents - Composite Classes" is available in school and we will be happy to give you a copy, should you wish it.
**LANGUAGE 5-14**

**Reading**

Early reading consists of looking at and talking about pictures and then moves on to matching words and phrases in books.

Children are taught to read using a structured reading scheme. In the early years we use Story World and Discovery World and in the upper primary we move on to Literacy World. This reading scheme is proving to be very successful with our pupils. Interest in reading and the use of language have both improved.

As the child develops in reading skills, he/she progresses to a variety of texts.

We teach children to make use of the school library and also the local library. Children have to learn to use a variety of skills in reading different types of text, but they also have to derive enjoyment from books.

We value the help from parents in encouraging children to read regularly and parents of young children come in during the session to share a book with their child.

Our school library has been heavily restored recently, and we are constantly upgrading reading material for our pupils, ensuring that all children have a wide and relevant choice of books within the school.

**Writing**

Children require to express themselves in different written formats and for different reasons. They are given the opportunity to express their own ideas and opinions or for a more practical purpose, to learn the skills for letter writing, completing forms etc.

This is done mainly through topic tasks and children are motivated work as this gives relevance to the because they are interested and involved.

A number of methods are used to improve sentence structure, spelling, punctuation and use of vocabulary. These are not taught in isolation, but are part of an integrated approach to ensure accurate and fluent expression.

We have many resources that are used to ensure that all aspects are covered. These include: Directions, Reading and Thinking and Back to Basic

**Listening**

In the classroom children are taught to be active listeners. A variety of activities are used, such as tapes, games, stories and music. Listening skills are developed through every aspect of the curriculum.

A listening post is used regularly to develop listening skills and we have a very wide range of materials relevant to the need of the children, specifically for this purpose.
Talking

It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for children to talk in pairs, groups, with the teacher and other adults.

In addition to the talking and listening which is planned in lessons, the school also makes use of commercial schemes. These include Reading and Thinking and Looking and Thinking which encourage children to discuss ideas and theories with each other.

These may be used for assessment purposes.

MATHEMATICS 5-14

For young children, maths is embedded in their play and everyday situations. In Braehead Primary we build on and extend these experiences in a structured and active manner. The core scheme used throughout the school is Heinemann Maths.

In addition to working on basic numbers, the children learn about shape, measurement, money, information handling and calculator work.

The emphasis is on active learning through practical experiences. This is then followed by consolidation practice. By learning mathematical skills in this way the subject can be seen as meaningful and useful too. We make opportunities available for the children to develop these skills in different cross curricular ways.

Mental maths takes place in all classes through various active games and activities relevant to the pupils needs.

Mathematics 5-14 has put more emphasis on information handling e.g. graphs and problem solving and we have a wealth of differentiated material which is relevant to the need of all the children in the school to support this.

The computer is a valuable resource and learning tool in mathematics. Pupils learn a great deal of the mathematical concepts through the use of the computers using the many and varied computer programmes.

Education City is used to provide the pupils with various mathematical experiences. One, which is particularly useful, is the speed game. This helps pupils to improve their addition, subtraction, multiplication and division number bonds.
ENVIRONMENTAL STUDIES

Children have to interact with the environment all of their lives and will be able to cope better if they have an understanding of these skills. There are many aspects to Environmental Studies.

1. Social Subjects
   - People and Place
     - People in the Past
     - People in Society

2. Science
   - Living Things and Processes of Life
     - Energy and Forces
     - Earth and Space

3. Technology
   - Technology in Society
     - The Design Process

4. Health Education
   - Healthy and Safe Living

5. Information Technology
   - Understanding and Using Information Technology

We feel that HOW children learn is as important as WHAT they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry.

These studies are approached through a study "topic", embracing some of the topics mentioned above.

The topics which are studied in Braehead are carefully selected to ensure that all aspects of the curriculum are covered each session.

EXPRESSIVE ARTS

Four components make up this area of the curriculum:
- Art and design
- Drama
- Music
- Physical education

Each of these places special emphasis on developing creativity, imagination and personal responses in each pupil.

RELIGIOUS AND MORAL EDUCATION

The Religious and Moral Education 5-14 document is being implemented in Braehead Primary. The main aims are:

To help pupils to develop a knowledge and understanding of Christianity and other world religions;

To appreciate Moral values such as honesty, liberty, justice, fairness and concern for others;
1. To investigate and help children understand what religion has to offer;

2. To develop their own beliefs, attitudes, moral values and practices through personal search.

Religious Education is seen as an integral part of the general school education and not a separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of the other major faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the beliefs of others especially where they differ from one’s own.

Our school chaplain attends the school regularly. He also contributes to and conducts a number of services throughout the session. We have a school assembly every Friday. On occasions, members of the pupil council will lead the assembly.

Parents have the right to withdraw their child from religious education and/or religious observance. Any parent who does not wish his or her child to take part should contact the head teacher so that alternative arrangements can be made for the child.

Parents from ethnic minority religious communities may request that their child be absent from school 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 in any one school and the pupils noted as an authorised absentee in the register.

PERSONAL AND SOCIAL DEVELOPMENT

Personal and social education is concerned with the development of life skills. Through Personal and Social Education children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

In Braehead Primary we try to create a community which provides a warm, caring and supportive atmosphere by treating the pupils as individuals, listening to their needs, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and school.
School Improvement Plan

School Improvement Plan priorities are centred on the Curriculum for Excellence and our focus this year is on enriching the curriculum and monitoring the impact on the learning experiences the children have within Braehead Primary. Effective learning and teaching are at the heart of the Curriculum for Excellence and we aim to encourage and recognise a wide range of achievements for our pupils as well as high levels of attainment. The four capacities are very much of a focal point within our planning and delivery of our curriculum.

SUCCESSFUL LEARNERS

We use literacy, communication and numeracy skills to promote and encourage our children to think both creatively and independently. Our school was one of the first pilot schools within South Ayrshire Council that promoted Active learning within the primary and was featured within the Curriculum for Excellence DVD as an example of very good practice.

CONFIDENT INDIVIDUALS

We harness a sense of self respect and provide the children with the knowledge and skills to pursue a healthy and active lifestyle. We are very fortunate to have an Active School Coordinator within the cluster and the children have benefited from a variety of activities to develop and encourage their skills and interests.

RESPONSIBLE CITIZENS

We work in partnership with our families and community to demonstrate and teach our children to have respect for one another. We aim for the pupils within our school to take responsibility for their actions and be well informed and empowered to make the correct choice. Our school values are active and impinge on our day to day activities.

EFFECTIVE CONTRIBUTORS

We encourage all our children to feel valued within our school Community and promote empowerment and ownership of their learning and their community. Children at Braehead Primary are able to communicate effectively and confidently in different settings and for different purposes. Our Pupil Council and the school as a whole have been very active in the regeneration of Loch side and we work with a variety of different agencies through this project. Children have voiced their views, hopes and dreams through different media and formats to influence the resulting plans.
2. Extra Curricular Activities

Over the session we provide a number of varied after-school activities. These can include football, netball, volleyball, drama, music, craft, technology, camera club, reading club and homework clubs. The majority of activities will take place in January through to March when the weather is poor and the nights are dark, but some operate at other parts of the year.

3. Homework Policy

It is hoped that parents will be involved in their children's education and give them every encouragement. Homework is given regularly in every class. The work involved is mainly reading and work, but older children may be asked to do some topic work or research. In the upper primary classes, on a Monday, the teacher may give the homework for the whole week. This is done in an effort to teach the child to manage their time efficiently, completing the tasks gradually over the week. We would ask that parents check their child's homework showing that they are interested in what he/she is doing. Homework also allows the parent to see what kind of work is being done and the progress being made. Time spent on homework should never exceed 30 minutes per evening.
Homework is not normally given over weekends or holidays, except after consultation with parents. Our homework policy has recently been updated and agreed by our parents.

4. Assessment and Reporting

Teachers are constantly monitoring children's progress as they go about their day-to-day work. Also tests are given periodically to measure progress. Parents will be given a written report annually, usually in March, to inform them of their child's progress. Subsequent to the issue of these reports, there will be a parents' evening when discussion will take place between parents and class Teachers.

Parents need not always wait for these meeting to discuss their children's progress, but are welcome to call at the school at any time. It is advisable however, to arrange this by telephone first to ensure that the teacher is available.

Continuous assessment in language and maths helps to ensure that the children cover all areas, no matter what their level or class. Children also participate in a Award assembly every month where achievement and attainment of the children are celebrated.

National tests have now been incorporated into the school assessment procedures for children in P1-7. These tests will be given by the class teacher and the parent and child will be given a certificate to take home and which identifies the level and the test undertaken. Parents of a child with Additional Support Needs will be consulted fully about their child being involved in a national test.
5. **Determined to Succeed**

Everyone involved in a young persons 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.
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, is 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 an 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.

**Accessibility Strategies**

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.

- The provision of additional help within the classroom in the form of work which is suited to the child’s level of ability
- The resourcing of suitable material from external sources
- Additional learning support within the class from our own staff
- The possibility of extracting the child for learning support in the area of the current difficulty
External involvement:

- Parents
- Psychological Services
- Pupil support worker
- Home School Link
- Social Work Department
- Speech therapists
- Physiotherapists
- Occupational Therapy

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 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

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

At Braehead Primary we aim to provide children with an educational and social environment which will enable all children to reach their full potential irrespective of race, creed, sex or religion.

To promote this statement we undertake to:-

1. Make all areas of the curriculum available to boys and girls alike;
2. Apply disciplinary measures in a uniform manner to both sexes;
3. Allocate tasks within the school fairly;
4. Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.
Discipline is seen very much as a personal responsibility within the school. Each child is encouraged to be a responsible part of the school community and to act accordingly. The relationship between pupils and teacher is similar to that between child and his or her own parents, requiring mutual consideration.

Challenging or disruptive behaviour is dealt with by the class teacher, and if no solution to the problem is found, by the Depute Head Teacher or the Head Teacher.

Assertive discipline has been successfully employed in Braehead for a number of years. The underlying idea is that every teacher has the right to teach, and all pupils have a right to learn, without disruption.

Braehead Primary is committed to promoting positive attitudes. The school and class rules are very simple and understood by all pupils.

• The main rule is that pupils should follow directions given
• A warning will be issued if a pupil is choosing to misbehave
• Small consequences are given if he/she chooses to continue to break the rules. (e.g. 2 minutes away from their group)
• Parents are contacted very early if a problem persists
• The school and parents are in partnership

Some misdemeanours, such as mindless vandalism and serious attacks on other pupils are treated very seriously. Parents will be informed immediately and appropriate action will be taken.

Further details of the school’s policy on discipline can be obtained from the Head Teacher, if required.
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: for example, unexplained by the parent (truancy) or excluded from school.

If a child is absent from school at any reason, the parent should contact the school, by telephone if possible. On the day of the return, a note explaining the reason for the absence should be given to the class teacher.

Where an absence is known in advance, it is helpful if the school is informed beforehand.

**FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL**

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence is unauthorised.

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)
Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

Clearly with no explanation from the parent the absence is unauthorised.

Where a child has attended school in the morning but has to be absent in the afternoon it is advisable that a telephone call is made to the school that afternoon, especially in the case of young children. In this way a check is made that the child has not ‘gone missing’ on the way to school.

If a child is to be dismissed from school early for some reason e.g. for a dental appointment then the school must be informed in writing, and details of the arrangements to be made for the child given. Children will not be released from school unless collected by an adult who has been nominated by the parent or guardian.

If a child is likely to have a prolonged absence then the school should be informed accordingly. The school attendance officer will be asked to investigate unexplained absences and the Authority has the power to write to, interview or prosecute parents or to refer pupils to the reporter to the children’s hearings, if necessary, for reasons of unexplained absence.

Braehead Primary is committed to ensuring that pupils attend school. Absences are monitored by the Head Teacher, letters are sent home if there seems to be a problem with the child’s attendance at school and contact is made with parents, should this prove to be necessary.

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

Schools 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.
**INFORMATION FOR PARENTS 2008**

**PRIMARY SCHOOLS**

| School: Braehead Primary School | Id No.: 370 - 8230722 |

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**Budgeted Running Costs For Financial Year 2008-2009**

<table>
<thead>
<tr>
<th>School Roll at September 2007</th>
<th>146</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total School Running Costs at April 2008 (£)</td>
<td>667,255</td>
</tr>
<tr>
<td>Cost per Pupil (£)</td>
<td>4,570</td>
</tr>
</tbody>
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**Attendance And Absence For School Year 2007/2008**

<table>
<thead>
<tr>
<th>Stage</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
<th>P7</th>
<th>P1-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Possible Attendances (Pupil Half Days)</td>
<td>3,902</td>
<td>6,766</td>
<td>7,752</td>
<td>8,285</td>
<td>8,120</td>
<td>10,292</td>
<td>10,640</td>
<td>55,757</td>
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<tr>
<td>Percentage Authorised Absences</td>
<td>3.9</td>
<td>3.6</td>
<td>2.3</td>
<td>3.4</td>
<td>2.8</td>
<td>5.3</td>
<td>2.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Percentage Unauthorised Absences</td>
<td>10.0</td>
<td>7.4</td>
<td>5.9</td>
<td>9.3</td>
<td>4.4</td>
<td>8.9</td>
<td>4.7</td>
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**Minimising Overall Absence**

<table>
<thead>
<tr>
<th>Absence recorded (2006/2007) Average number of half days absence per pupil</th>
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<tbody>
<tr>
<td>Absence</td>
<td>27.5</td>
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</table>

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.
National Data

**Budgeted Running Costs For Financial Year 2008-2009**

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<tbody>
<tr>
<td><strong>School Roll at September 2007</strong></td>
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<tr>
<td><strong>Total School Running Costs at April 2008 (£)</strong></td>
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<td><strong>Cost per Pupil (£)</strong></td>
<td>3,634</td>
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<tr>
<td></td>
<td>18,44</td>
<td>19,14</td>
<td>19,52</td>
<td>19,94</td>
<td>20,66</td>
<td>21,01</td>
<td>21,09</td>
<td>139,8</td>
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<tr>
<td>Possible Attendances(Pupil Half Days)</td>
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<td>5,177</td>
<td>6,465</td>
<td>1,323</td>
<td>9,987</td>
<td>7,565</td>
<td>2,362</td>
<td>37,358</td>
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<tr>
<td>Percentage Authorised Absences</td>
<td>4.3</td>
<td>4.1</td>
<td>3.8</td>
<td>3.8</td>
<td>3.7</td>
<td>3.7</td>
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School: Braehead Primary School  

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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.

**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).

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 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 within and outwith 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, SEED, 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?**

3. School Uniform Policy

Given that there is a 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.

Under no circumstances will pupils be deprived any educational benefit as a result of not wearing uniform.

Parents receiving income support, family credit, housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Director of Education, Culture and Lifelong Learning. Information and application forms may be obtained from schools, libraries, area offices and from the Department of Education, Culture and Lifelong Learning, County Buildings, Ayr.
4. **Home School Links**

The school endeavours to maintain a close relationship with parents. For this reason, parents are encouraged to visit the school at any time to discuss any aspect of their children's education. It is helpful if parents could contact the school to arrange an appointment to discuss any matters at length.

We also as part of the Belmont Cluster have a Home school Link Worker who works between the different school building relationships for parent pupils and staff.

Parents' Evenings will be held twice yearly with parents being given the opportunity to choose the evening and whether they want an earlier, or later appointment.

The school also hosts an Open Afternoon along with different workshops throughout the sessions which all parents are warmly welcomed too.

As part of Belmont Cluster we also have strong transitional links and parents and pupils are given opportunities to be involved in the smooth transition from Primary to Secondary.

The school is an important feature of the local community and as such it is hoped to foster good Relationships amongst the members of this community.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the visit the school to view the work that is going on.

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 the Council Offices at Wellington Square, Ayr, 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:

a) Supporting the school in its work with pupils

b) Representing the view of parents

c) Promoting contact between the school, parents, pupils, providers of nursery education and the community

d) Reporting to the Parent Forum

We are very fortunate in Braehead primary to have an active Parent Council. However they are also in search of more helpers and if you would be interested in helping the school and the Parent Council then please contact the school and ask to meet with Sara Hainey who is our chair person of the Parent Council. Ms Hainey is a parent and a very enthusiastic member of the 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 Council 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.

Braehead primary has a very active Pupil Council who undertake different issues and consult with their peers on perhaps the day to day running of the school to improve and enhance the experiences of the children they represent.

9. **Parental Complaints Procedure**

If you have any comments or complaints please approach the Head Teacher in the first instance. If the head teacher does not resolve the issue to your satisfaction, you should write to Director of Education culture and lifelong learning, County buildings, wellington square, Ayr KA71DR

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

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 teh Head Teacher, please contact Director of Education, Culture and Lifelong Learning, County Buildings, Wellington Square, AYR, KA7 1DR
1. **Child Protection**

School staff provides 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 playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

In Braehead we recognise the importance of providing a positive playground experience for the pupils. Classroom Assistants and PSA's are involved in playground supervision to ensure that pupils are supported and encouraged to socialise with their fellow pupils. In addition, we endeavour to provide games and activities for the children to develop their abilities to interact effectively.

No child having a school meal or packed lunch is allowed outside the school gates at lunchtime.
3. **School Meals and Free School Meal Information**

Midday meals are provided daily in the dining hall. These are served cafeteria style. Pupils can have a hot meal or a snack type of meal. There is a wide choice available, but the emphasis is on healthy eating.

By arrangement with the school’s Medical Officer, pupils on special diets will be accommodated.

An area of the dining hall is allocated to children who bring a packed lunch.

Information on and application forms for free school meals may be obtained from the school office, area offices or from the County Buildings, Wellington Square in Ayr.

We have a cashless dinner system within the cafeteria. Children who receive free meals and children who pay all have a budget for their meals and can take food up to their amount shown on the screen. We have found this particular method to be very good as there are no dinner ticket issues or concerns.

Pupils who have school meals or packed lunches are not allowed to leave the school grounds during the lunch period. We actively discourage children from leaving school to purchase meals outside the school, but recognise that parents may choose to allow this to happen and take responsibility for their child during that time.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) and Child Tax Credit only (where income is less then £15575*) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from the Council Offices at Wellington Square, Ayr, 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 V1 of the immigration and asylum Act 1999 may be entitled to 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.

Information and application forms may be obtained from schools, Area Offices and from Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR.
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 e.g. 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.

Pick-up Points

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, Educational Services (Planning and Resources), County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are no longer available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and will cease at the end of each school session.

Behaviour
Good behaviour of pupils on school contracts is expected at all times. Misbehaviour may result in the entitlement of free school transport being withdrawn temporarily or permanently. In such cases the parent/guardian will be responsible for ensuring that the child/ren gets to and from school.

Placing Requests
The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

6. Insurance
South Ayrshire Council holds Public Liability, Employer Liability and Officials Indemnity Insurance. In additions, 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 Education Culture and Lifelong Learning, 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 the Council policy on valuables and personal belongings, pupils are advised NOT to bring mobile phones to school at all. The Council does not carry insurance to cover loss of such items and any claims for loss or damage are likely to be met only where the Council can be shown to have been negligent.

If parents need to contact their child urgently then this can be dealt with by a call to the school office. Likewise, if a child needs to contact the home in an emergency the school office will deal with this. While mobile phones may be seen as convenient they are NOT essential items of school equipment.

Inappropriate use of mobile phones can cause disruption to classes and to the teaching and learning process. In addition, the use of mobile phones to cause harassment to others (by, for example, taking photographs without permission, sending offensive or threatening text messages) will be dealt with as a serious breach of school discipline.

If pupils bring mobile phones with them to school with the approval of their parents, they should be switched off at all times within the school building. Where a pupil’s use of a mobile phone is causing disruption to classes or other difficulties the phone may be removed and held in a secure location until a parent/guardian has been contacted to collect it.

9. Health and Medical Information

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:

Full medical examinations are carried out by the school medical officer at Primary 1 and Primary 7 stages, when parents are invited to be present.

The various inoculations are administered at the appropriate times and parents are kept fully informed about these and their permission sought.

A constant check is kept on eyesight and hearing as the child progresses through the school.

While the teeth of all pupils are examined annually by the school dentist, treatment will not be given unless parents give permission for this to happen.

It is imperative that parents keep the school fully informed of any medical condition affecting their children, and of any arrangements that need to be made in such cases.

Anyone can get head lice – children and adults alike. They are very small insects that like to live on clean healthy hair. They can only move if a warm clean head is close by. They cannot jump, fly or hop and are not spread by hats or combs. Should you suspect your child has head lice please tell the school as well as treating the infestation with insecticide which can be bought in any chemist shop. Any parent approaching the school may do so knowing the matter will be attended to with total confidentiality. If any parent wants further information on the subject please contact the Head Teacher.

If a child should become ill during the school day and requires to be sent home, then the parents will be contacted.

It is therefore essential that the school has on record, up-to-date information as to where parents (or any other emergency contact) can be located at any time of the school day.

Please inform the school should your circumstances or your emergency contact for the child change.
12. Helpful addresses and websites

EDUCATIONAL SERVICES
Headquarters
County Buildings
Wellington Square
Ayr
KA7 1DR

AREA OFFICE
Area Office
5-9 High Street
Ayr
KA7 1LU

COMMUNITY EDUCATION OFFICE
25 Wellington Square
Ayr
KA7 1EZ

LOCAL COUNCILLOR
Mr D Campbell
County Buildings
Wellington Square
Ayr
KA7 1DR

13. Information in Emergencies

We make very effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption.

Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.
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.

10. **Data Protection Act**

Information on pupils and parents is stored on a computer system and may be used for teaching, registration and assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Code of Practice. For further information please contact the school.

11. **The 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 Executive 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.
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 mild 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 have benefited from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by 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 toward 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.
Braehead Primary  
Nursery Class  

2009/2010  

Gould Street  
Ayr  

KA8 9PJ  

01292 266571
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<td></td>
<td>5. Snacks</td>
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<td>6. Birthdays</td>
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<td></td>
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<tr>
<td></td>
<td>11. Helpful addresses and websites</td>
<td>62</td>
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</table>
Welcome to Braehead Nursery Class. We are keen that your child’s time with us is enjoyable and that you feel that you have a very important part to play in this stage of your child’s development.

You will be able to meet regularly, but informally, with our nursery staff but feel free to approach us at any time to discuss your child’s progress or any other concerns that you might have.

This is a vital year in a child’s development and our aim is to make it as valuable and as pleasant as is possible.

Lee MacArthur

Head Teacher
In Braehead Nursery Class we are aiming to:

- Provide learning experiences which stimulate and challenge the children, ensuring that they have a broad and balanced experience in all areas of the curriculum
- Encourage children to be enthusiastically involved in all nursery activities, enabling them to progress at a rate which is appropriate to their stage of development
- Provide a wide range of stimulating activities which will challenge and interest all children
- Provide an environment which is safe, welcoming and happy and where the views of parents are recognised and valued
- Ensure that the children are actively encouraged to develop positive attitudes, to build self-esteem and to practise consideration for others
  - To make best use of all resources to benefit our nursery pupils
  - Ensure high-quality nursery education for 3-5 year olds using effective management strategies
3. **Education, Culture & Lifelong Learning – Aims and Values**

“It is the intention of the department that the aims for the service will be delivered within an open and rigorous climate of continuous improvement” – Mike McCabe (Director)

- Improve attainment and achievement by promoting effective learning and teaching
- Secure best-value, consistent with high-quality educational provision
- Build community capacity and advance citizenship
- Ensure lifelong learning is inclusive and promotes fairness and equality
- Promote the development of cultural activities
### 4. School Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Braehead Primary Nursery Class</th>
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<tbody>
<tr>
<td>Address</td>
<td>Gould Street</td>
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<td></td>
<td>AYR</td>
</tr>
<tr>
<td></td>
<td>KA8 9PJ</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>01292 266571</td>
</tr>
<tr>
<td>Telephone Number (Community Link)</td>
<td>01292 260407</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:mail@braeheadprimary.south-ayrshire.gov.uk">mail@braeheadprimary.south-ayrshire.gov.uk</a></td>
</tr>
<tr>
<td>Denominational status</td>
<td>Non-denominational and co-educational</td>
</tr>
<tr>
<td>Accommodation and capacity</td>
<td>Capacity is 40 children in the morning session and 40 in the afternoon session. It should be noted that the working capacity of the school may vary dependent upon the number of children at each stage and the way in which the classes are organised.</td>
</tr>
<tr>
<td>Roll at December 2005</td>
<td>38</td>
</tr>
<tr>
<td>Catchment map and area</td>
<td>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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a></td>
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</table>
5. **Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>Mrs L MacArthur</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs N Campbell</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Miss S Clewlow</td>
<td>Teacher</td>
</tr>
<tr>
<td>MS Lisa McDonald</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs Y Sim</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs. N Davidson</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs E Moffat</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Mrs J Barrie</td>
<td>Clerical Assistant</td>
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6. **Management Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
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<tbody>
<tr>
<td>Mrs Lee MacArthur</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs Nan Campbell</td>
<td>Depute Head Teacher</td>
</tr>
</tbody>
</table>

7. **The Nursery Class Year and Hours**

- **Morning Session:** 9.00 am – 11.45 am
- **Afternoon Session:** 12.25 pm – 3.10 pm
### The School Year and School Hours

**SOUTH AYRSHIRE COUNCIL**

**Education, Culture and Lifelong Learning**

**School Holiday Arrangements: 2009/2010**

<table>
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<tr>
<th>Term</th>
<th>Break</th>
<th>Dates of Attendance</th>
<th>Cumulative Holiday Total</th>
<th>Cumulative Working Days</th>
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<tr>
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<td></td>
<td>Teachers <em>(Inservice)</em></td>
<td>Fri 14 Aug 2009</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Teachers <em>(Inservice)</em></td>
<td>Mon 17 Aug 2009</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Pupils return</td>
<td>Tues 18 Aug 2009</td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>Mid Term</td>
<td>local holiday</td>
<td>Fri 18 Sept 2009</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>local holiday</td>
<td>Mon 21 Sept 2009</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Pupils return</td>
<td>Fri 18 Sept 2009</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Teachers <em>(Inservice)</em></td>
<td>Mon 19 Oct 2009</td>
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<tr>
<td></td>
<td></td>
<td>Re-open (Pupils)</td>
<td>Tues 20 Oct 2009</td>
<td>7</td>
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<td></td>
<td></td>
<td>Close</td>
<td>Wed 23 Dec 2009</td>
<td>87</td>
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<tr>
<td>Second</td>
<td>Mid Term</td>
<td>Re-open</td>
<td>Wed 7 Jan 2010</td>
<td>17</td>
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<td></td>
<td>Close</td>
<td>Thurs 11 Feb 2010</td>
<td></td>
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<tr>
<td></td>
<td></td>
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**NB**  
Good Friday: 2 April 2010

*Pupil’s attendance will be 190 days after deducting 5 in-service days.*
8. What is a Nursery Class?

A nursery class is a place where a child can:

- Make friends
- Learn to Shop
- Sing
- Draw and paint
- Model
- Make a mess
- Climb
- Run
- Jump

A place where a child can develop, through play, the concentration and ability to use language effectively by:

- Observing
- Creating
- Experimenting
- Questioning
- Discussing

AND HAVE FUN!

All of which is of vital importance for future development
9. Applying for a Nursery Place

Registration week takes place in February.

All children who will be 3 or 4 years old during the following school session will be able to attend their choice of nursery school. This involves completing a registration form - parents should bring along their child’s birth certificate for registration.

Advertisements will appear in the local press and posters will be displayed in the local shops and community centres.

In line with South Ayrshire’s Admission Policy, we have 3 starting times throughout the session: August, January and April. Three-year olds will enter on the first day of the new term after their 3rd birthday.

10. Starting Nursery Class

In May you and your child will have the opportunity to come along to complete the enrolment form and meet with the 'special person' who has been assigned to him/her. This is an ideal time for you to ask any questions which you may have. You will be given a date and time to bring your child to visit the nursery before he/she is due to start.

We operate a phased entry until all the children are admitted. You will be informed by letter of your child’s starting date and time well in advance.

All staff are fully-qualified, rigorously screened and selected for their posts.
SECTION B – Teaching and Learning

1. Nursery Class Curriculum

We will aim to provide a balanced curriculum which will

√ Encourage positive inter-personal relationships

√ Develop self-esteem

√ Build on the child’s previous experience

√ Stimulate and encourage

√ Foster achievement

When children come into the nursery class they already have a wide range of experiences. The nursery staff will work with parents to use these experiences, build on them and encourage the child to progress. Learning opportunities are provided to allow your child to practise and extend skills and learn through planned and spontaneous activities in the five curricular areas:

❖ Emotional, Social and Personal Development

  Developing confidence, self-esteem and a sense of security; developing independence, forming positive relationships, becoming aware of and respecting the needs and feelings of others in their behaviour and learn to follow rules; play co-operatively, take turns and share resources, develop positive attitudes towards others whose gender, language, religion or culture is different from their own

❖ Expressive and Aesthetic Development

  Introduces new experiences e.g. sand and water, dough-making and modelling; new textures and ways of creating pictures. Develop drawing and painting skills and knowledge of colour and pre-writing skills. Musical activities and signing, clapping etc., developing beat and rhythm

❖ Physical Development and Movement

  Develop running, climbing, ability to ride bikes, balance, hopping, skipping, jumping, catching balls, feeding and dressing skills use of jigsaws pencils, paintbrushes, master scissors, button, zips

❖ Communication and Language

  Extending language through stories and books. Development of conversations and lengthening of listening skills. Further speech and listening skills through more complex activities. Role-play, use of puppets and drama activities.
Knowledge and Understanding of the World around us

Allow children to experience changes in their world. Develop and stretch this knowledge further e.g. water - ice, ice-water. More science activities e.g. growing, making dough, mixing colours. Looking at life cycles e.g. caterpillar - butterfly. Talk about and observe changing seasons. Matching, sorting, and counting.

We use information gained from parents and children/staff to plan and provide interesting, challenging and achievable learning experiences, taking account of the individual needs, stage of development and interests of each child.

The plan is used in conjunction with the SEED Curriculum framework 3-5 to provide a well-balanced programme for your child’s time at nursery, enabling him/her’s initiated natural progression towards future learning.

Information about the activities your child is involved in during the time he/she is in the nursery class is displayed outside the nursery on the noticeboard and is updated on a regular basis. Parents will also receive a monthly newsletter and regular letters from the school.

During discussion times which you will have with nursery staff, you will be able to discuss the progress which your child is making and how you can work with them to provide home experiences which will extend their skills. Your child will have a designated person within the nursery that will help your child to settle progress and develop.

2. Assessment

Staff observes children daily and takes note of achievements and needs for individual children. This helps in the planning to provide appropriate activities to support your child. These observations will be shared with you during your meetings with staff. A summative report is completed for children in their ante pre-school year. Transition records have been introduced for all pre-school children in South Ayrshire. This record has been formulated to carry forward assessment information from the beginning of the pre-school year to the end of P1. This record will be shared with you during your meetings with staff but parents can access information about their child, which is held in the nursery, at any time.

The Scottish Commission for the Regulation of Care - Introduction

The Care Commission will register and inspect all the services to be regulated, against the National Care Standards issued by the Scottish Office. It will assess applications from people who want to provide early education and childcare services. It will inspect the services to make sure that they are meeting the standards and regulations. The Care Commission and HM Inspectors of Education will work together to deliver an integrated service in the regulation and inspection of these services. All establishments covered by the national care standards will be inspected annually and the reports published.
National Care Standards

The national care standards cover services for children and young people up to the age of sixteen, which are to be regulated under the Regulation of Care (Scotland) Act 2001. They apply equally to services operating in the public, private and voluntary sectors and in domestic or non-domestic premises which provide services for over two hours a day and six days or more each year. The range of services covered include:

- Nursery classes
- Crèches
- Childminders
- After school clubs
- Playgroups

The standards have been developed from the point of view of the user of the services – whether that is the child or young person, the parent or the carer. They focus on the quality of life that everyone using the service actually experiences and make it clear that everything about the service should lead to you and your child enjoying good quality services.

People who use the services, their families and carers, along with staff, professional associations, regulators from health and social care, local authorities, health boards, independent providers and many others, were all involved in contributing to the drawing up of the care standards.

There are fourteen national care standards grouped under three main headings:

- Being welcomed and cared for (standards 1 - 3)
- Confidence in the service (standards 4 - 11)
- Confidence in management (standards 12 - 14)

The standards are:

- Being welcome and cared for
- A safe environment
- Health and well-being
- Engaging with children
- Quality of experience
- Support and development
- A caring environment
- Equality and fairness
- Involving the community
- Involving other services
- Access to resource
- Confidence in staff
- Improving the service
- Well-managed service
The care standards are underpinned by six main principles. Users of the services have a right to:

- Dignity
- Privacy
- Choice
- Safety
- Realising potential
- Equality and fairness

The care standards document is available on request, in the nursery class, for parents and carers to read.

3. **Children with Difficulties**

At all times, we try to ensure that each child progresses as an individual. Children who experience difficulties are given extra help and attention and staff will provide a more structured programme to support them.

Advice may be sought, with parental agreement, from other professionals such as Psychologists, Speech Therapists, Physiotherapists, Occupational Therapists, Dieticians, and Teachers for the visually and hearing-impaired. Home visits by the home-link Teacher can be organised.

4. **Equality**

We are committed that no service user will be subject to discrimination. All children are encouraged to develop positive attitudes towards others whose gender, language, religion or culture (for example) is different from their own.
SECTION C – HOME / SCHOOL / COMMUNITY

1. Attendance

Regular attendance at the nursery is encouraged. We would be grateful if you could contact the school if your child is absent.

2. Parental Involvement

There is a very strong commitment to parental involvement in Braehead. Parents are actively encouraged to come into school and nursery class. We recognise the role of parents as their child's first educator. When your child starts nursery, you will be asked to complete a leaflet "all about me" and this will give the staff background information on your child's likes, dislikes and special interest. Each staff member is responsible for 10 children and your child will be allocated a key person. Please take time to share experiences daily as you bring your child to nursery. We set aside time for you to come and visit and join in activities and to discuss your child's development, but feel free to join us at any time. If you have any problems or concerns, please come and discuss them straight away. This ensures that everyone is working together to support the child in his/her development and progression.

In Braehead it is our policy to promote positive behaviour and attitudes, through praise, encouragement and celebration of success. We reinforce good behaviour and the children learn to take share, turns and respect the feelings of others. We work alongside our parents to achieve this and with the help of our home-link teacher and workers, offer positive behaviour workshops. We also offer workshops on numeracy and literacy. We run shared reading workshops and have book lending weeks and Nursery Rhyme Events.

In the summer term, we organise some very informal workshops for the parents of our pupils who will be starting P1 in August. These are relaxed and enjoyable, but give parents an insight into what their children will be doing when they start school. These workshops are organised in conjunction with our homelink worker, Mrs Alison Wales. We also organise home visits.

If your child suffers from any medical condition which may require his/her activities to be reduced, please let us know.

As a parent you can help us by:

- Keeping us up-to-date with any change of address or telephone number
- Inform us of emergency contact number changes
- Clearly name your child’s clothing/footwear
Inform nursery if your child is being collected by a different adult
Let nursery know if your child may be upset by something that has happened at home e.g. illness of a family member, death of a family pet
Encourage your child to talk about his/her nursery experiences
Use designated entrances for nursery and school pupils
Encourage your child to move quietly and carefully within the school, to use toilets properly and to respect other people’s belongings
Support the school Parent/Teacher Association that raises money for the whole school including the nursery - details of events are included in Newsletters which are sent home regularly
Volunteer when help is required in the nursery or for outings, parties etc.
Offer to share any expertise, hobbies, interests you may have
Enjoy your child’s time in the nursery

3. Suitable Clothing

The children will be involved in many activities and some of them will be messy. Aprons are provided when necessary to protect good clothes, but we would encourage the children to wear clothes which:
- Are comfortable
- Allow the to be involved in messy activities
- Help them to be independent in the toilet

4. Suggestions and Parental Complaints Procedure

We are always anxious to maintain and improve our service. You will be asked to complete a questionnaire towards the end of the first term, but if you have any suggestions to make about the service, please contact the school at any time.

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should write to Director of Education, Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR
SECTION D – CARE AND WELFARE

1. Arrival and Collection of the Children

A responsible adult should always bring your child and collect him/her from the nursery. It is obviously reassuring to the child if it is mostly the same person who does this.

If, for any reason, the child is to be collected by someone who is unknown to the staff, please let us know as difficulties can arise if someone who is a ‘stranger’ to the staff arrives to collect a child without any warning.

2. Safety

The main entrance to the school is security-controlled for the safety of children and staff. A door at the rear of the school, closest to the nursery, has been appointed for use by the nursery. This has been done for health and safety reasons to cut down on congestion at the main front entrance which is used by infant and upper school pupils. A member of staff will open the appointed door for the nursery 5 minutes before starting times to allow parents and children access.

The safety of your child is of prime concern to us, as we know it is to you.

Could you please help us by:

- Entering and leaving by the main door
- Leaving prams or buggies in the foyer or in the office if the baby is sleeping. The Nursery and Primary 2 classes use the back corridor to reach the fire exit, should such an emergency occur. It should therefore be kept clear at all times.
- Ensuring that your child knows that the car park at the rear of the school is an area which should never be crossed. It is out of bounds to ALL children.
3. **Fire Safety**

The Fire Procedure is displayed in the nursery. There will be at least 4 drills throughout the school year. The first fire drill will be “announced” - that means it will be explained to the children what will happen and what they are to do. The others will be unannounced with the children and staff actively encouraged to evacuate the building as quickly and calmly as possible.

Contingency Plan - in the event of a real fire and should the building have to be evacuated with the children being unable to return, they will be escorted to Newton Primary from where parents can collect their child/ren.

4. **Emergency Closure**

Should the school experience difficulties with severe weather, power failures etc., it may be necessary to close the building. We would keep you informed via telephone, notices, press and radio releases.

5. **Snacks**

In order to encourage healthy eating, a carton of milk is provided every day. A range of snacks is also available. A contribution of £1 is collected weekly to provide the snacks.

6. **Birthdays**

At birthday times, we celebrate each child's birthday by singing 'Happy Birthday' and sharing a cake. Please note that while some parents choose to send in a cake, the nursery can only serve shop-purchased cakes.

7. **Outings**

You will be informed well in advance of any outing which is planned. Parental consent will be obtained before the excursion takes place. Parental involvement in these excursions is very much encouraged.
8. Health and Medical Information

If your child suffers from any medical condition which may require his/her activities to be reduced, please let us know.

If your child becomes ill while at nursery, we will try to contact you or the emergency contact person.

If your child has an infectious illness such as chickenpox, please inform the nursery as this will help to contain outbreaks.

Minor Accidents
All accidents are recorded in the nursery class but parents will also be informed when they come to collect their child. If necessary, we would make every effort to contact you immediately.

Visits by Medical Staff
The school Doctor and the orthopist will see all children in their pre-school year. Parents are notified of the time and date in order to allow them to attend.

9. Data Protection Act

Information on pupils and parents is stored on a computer system and may be used for teaching, registration and assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Code of Practice. For further information please contact the school.

10. The 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 Executive 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.

**11. Helpful addresses and websites**

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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.