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1. & 2. Introduction by Head Teacher and Statement of School Aims and Values

Dear Parent

It is my pleasure to welcome you to Tarbolton Primary School.

Your child’s happiness and development is extremely important to us.

At Tarbolton Primary we have an excellent staff of caring professionals. We will always aim to support your child to reach their full potential. We will work with you to develop your child’s individual personality and talents.

I believe a child’s Primary School years should be enjoyable and provide lasting memories which your child will treasure.

My role is to manage this school to the benefit of every child within the framework of the council’s policies and guidelines.

This handbook has been prepared to give you an outline of the curriculum your child will be following and the basic routines followed within the school.

If you have any questions you will like answered or topics you would like to discuss, please do not hesitate to contact me.

Yours sincerely

JACQUELINE BLAIR
HEAD TEACHER
**SCHOOL AIMS**

Tarbolton Primary and Nursery will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.

Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.

Parents/Carers and staff will work closely together to help children learn.

We will work well with local groups ‘it takes a village to raise a child’.

We will all value differences in people in Tarbolton, Scotland and our world.

Everybody will succeed in their learning and will CELEBRATE achievement.

We will respect the buildings and belongings of our school and community and take care of our challenging world.

We will keep learning and keep getting better so our learning/school is the best it can be as at our school anything is possible as it’s a place of possibilities.

**SCHOOL VALUES**

- Honesty
- Respect
- Compassion
- Achievement
- Community Working

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**3. School Information**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tarbolton Primary</td>
</tr>
</tbody>
</table>
| **Address**     | Montgomerie Street  
|                | Tarbolton          
|                | KA5 5QA            |
| **Telephone Number** | 01292 541278    |
| **Email address**     | Tarbolton.mail@south-ayrshire.gov.uk |
| **Denominational status** | Non-denominational |
| **Accommodation and capacity** | Tarbolton Primary is situated in the middle of the village. Most of the children come from the village whilst the remainder come from nearby farms, outlying houses and the hamlets of Failford and Stair. The school caters for the education of boys and girls from around 5 years to around 12 years of age and covers seven yearly stages from Primary 1 to Primary 7. The school is on a split site. The original school was built of sandstone with a slate roof in 1875. This building is known as the ‘Old Building’ (OB) and houses the infant department. There are three attractive classrooms, a library, a parent’s room and a staff study base, large bright open area. The Depute Head Teachers office is also in this building The ‘New Building’ (NB), built in 1961, and is a 2-storey building with a flat roof. The NB houses Primaries 4-7 as well as the Main Office. In addition there is a, dining hall, kitchen, assembly hall and gymnasium. The Head Teacher’s office is in this building. Our Nursery building is also on campus. There is a large expanse of grass and tarmac around both buildings. Access for wheelchairs is available. |
| **House structure** | Afton, Coyle, Fail and Montgomerie  
|                  | Pupils are allocated to a house in Primary 1 and would normally join the house of any older brothers or sisters. |
| **Nursery provision** | Tarbolton Nursery School  
|                  | Montgomerie Street   
|                  | Tarbolton          
|                  | KA5 5PY            
|                  | Tel (01292) 541451  |
| **Catchment map and area** | Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at www.south-ayrshire.gov.uk. Catchment map and area (available from Resources Section, County Buildings |
## 4. School Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Jacqueline Blair</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Designation</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Mrs Linda Cairns</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>(currently Acting HT at Minishant)</td>
<td></td>
</tr>
<tr>
<td>Miss Kerry Malcolm</td>
<td>Acting Principal Teacher - Nursery</td>
</tr>
<tr>
<td>Miss Gail McKellar</td>
<td>Acting Depute Head Teacher</td>
</tr>
<tr>
<td>Mrs Joyce Ferguson</td>
<td>Teacher – P1</td>
</tr>
<tr>
<td>Miss Margaret Templeton</td>
<td>Teacher – P2</td>
</tr>
<tr>
<td>Mrs Alyson Jardine</td>
<td>Teacher – P3</td>
</tr>
<tr>
<td>Mrs Lisa Paterson</td>
<td>Teacher – P4</td>
</tr>
<tr>
<td>Mrs Marie-Ann Murray</td>
<td>Teacher – P5</td>
</tr>
<tr>
<td>Mrs Elizabeth Devlin</td>
<td>Teacher – P6</td>
</tr>
<tr>
<td>Miss Lynsey Weir</td>
<td>(Acting Principal)Teacher – P7</td>
</tr>
<tr>
<td>Mrs Shona McDowall</td>
<td>Clerical Assistant (Part-Time)</td>
</tr>
<tr>
<td>Mrs Carol Russell</td>
<td>Clerical Assistant (Part-Time)</td>
</tr>
<tr>
<td>Mrs Janice Caldwell</td>
<td>DMR Assistant (Part-Time)</td>
</tr>
<tr>
<td>Mr Hugh Goodwin</td>
<td>Janitor</td>
</tr>
<tr>
<td>Mrs Linda Aitken</td>
<td>Nursery Nurse (2-3 room)</td>
</tr>
<tr>
<td>Mrs Jane Taylor</td>
<td>Nursery Nurse (2-3 room)</td>
</tr>
<tr>
<td>Mrs Julia Ewing</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs Noeline Grier</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Miss Kaye McQuiston</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs Margaret Thorrat</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Miss Dianne Cunningham</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Mrs Margaret Flynn</td>
<td>ASN</td>
</tr>
<tr>
<td>Mrs Janet Liberato</td>
<td>ASN</td>
</tr>
<tr>
<td>Mrs Carol Imrie</td>
<td>ASN</td>
</tr>
<tr>
<td>Mrs McCulloch (+ 3 Assistants)</td>
<td>Catering Staff</td>
</tr>
<tr>
<td>Mrs Millar (+ 3 Assistants)</td>
<td>Cleaning Staff</td>
</tr>
</tbody>
</table>

### 5. Management Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Jacqueline Blair</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs Gail McKellar</td>
<td>Acting Depute Head Teacher</td>
</tr>
</tbody>
</table>
6. **The School Year and School Hours**

The school is open 39 weeks of the year.

- **Hours of Opening:** 09.00 am – 03.00 pm
- **Morning Break:** 10.45 am – 11.00 am
- **Lunch Break:** 12.30 pm – 01.15 pm

Primary 1 pupils will attend from 9.30am – 12 noon on their first day. For the remainder of their first week they will attend from 09.00am-12 noon. On their second week they will attend from 09.00am – 12.30pm.

From the First Monday in September they will attend from 09.00am – 3.00pm

Pupil’s attendance will be 190 days after deducting 5 in-service days.

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7. **Enrolment**

Enrolment takes place annually in January when details are given in the local press and posters are displayed in our nursery. At all other times, parents should contact the school office and make an appointment with the Head Teacher or Depute 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 will be advised of the relevant conditions.

During the summer term, parents of children about to enter the Primary 1 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. If you would like a home visit from the Head Teacher or Depute Head Teacher please contact the school office. An appointment at a convenient time during the month of June will be arranged. A welcome pack will be given to each child and the parents will be able to ask detailed questions if necessary.

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 or Depute Head Teacher.
1. Curriculum for Excellence

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

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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

Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.
2. The Core Curriculum

Teaching staff plan learning experiences using the outcomes from Curriculum for Excellence. This covers a broad range of curricular areas, Literacy and English, Numeracy and Mathematics, Health and Wellbeing, Social Subjects, Technologies, Expressive Arts, Sciences, Religious and Moral Education and Modern Languages.

LITERACY AND ENGLISH LANGUAGE

The English Language curriculum consists of four main strands:

- Talking
- Listening
- Reading and
- Writing

To deliver this area of the curriculum, our main schemes are Story Worlds, Jolly Phonics, in the early years. Write to the Top is used throughout the school to support our writing programme. Nelson spelling and Nelson grammar are introduced around P3.

READING

Reading Aloud
In P1-P3 this is one of the most important areas of the curriculum. This approach involves the parents in a ‘Shared Reading’ approach rather than just listening to the prepared reading. Parents in P1/P2 are actively encouraged to come and choose shared reading books and story bags with their child. In P4-P7, the children often use the Kingscourt Reading Scheme, however Literacy circles are also encouraged. This is where a particular group of children study a particular novel for example I am David Friend or Foe. Pupils in P4-P7 are still encouraged to read aloud and borrow books to read at home.

Comprehension
As a child progresses through the school he/she must develop a greater understanding of the written word and be encouraged to look for facts and ideas which are inferred, as well as recalling names, events, places etc. They should also be encouraged to make an emotional response to what they have read.

Reading for Information
A great deal of this type of work is carried out through topic work. Here the children have to find out relevant facts and details necessary to enhance their understanding and knowledge of the topic. Higher order reading skills such as skimming and scanning, should be developed to help the children locate information quickly.

Recreational Reading
All children enjoy sharing books and have an opportunity to read for enjoyment. Everyone in the classroom, including the teacher reads. The children keep a note of books read, reviews are written from time to time, books discussed, etc. The teacher reads to the children and non-fiction books are used to extend reading skills. They also have access to Internet facilities and CD Roms.
LIBRARY

We now have a well-stocked library and all classes should have at least one period where they work in the library. Listening skills, locating and collecting information, etc can be practised here. Library books go home as do shared reading books and story bags (P1-P3)

WRITTEN LANGUAGE

All stages give the children some experiences in the different types of writing. Most writing is now taught through specific writing targets and reinforced through topic work so giving a wide range of imaginative, descriptive, note taking, letter writing and recording information activities.

ICT is used to support pupils who find the written activity difficult.

SPELLING

In Infants the children are encouraged to look at letter patterns in words, single letter sounds and double letter sounds (digraphs) are introduced in P1

For example c a t = cat oi l = oil  sh ee p = sheep

KNOWLEDGE ABOUT LANGUAGE

Punctuation, grammar, etc are also taught. Where appropriate this will be topic related and relevant to the child’s persona interest.

TALKING

All children are actively encouraged to speak with their teachers, enter into discussion with their group and also on a one-to-one basis. They discuss the work they are doing e.g. television programmes, topic work, poems, etc. In all departments, structured activity time especially the reporting back session, and topic work provided a super setting for such activities. Children are encouraged to speak clearly and fluently. We encourage pupils to voice their opinions in an appropriate and respectful manner. We hope to be able to continue this. Copying common words which do not follow a phonic pattern (i.e. the) are also introduced at a child appropriate rate.

LISTENING

This is a skill that has to be developed and every stage should provide opportunity for this to happen. Children are encouraged to listen actively and with understanding. Opportunities are provided for the children to listen to each other, the radio or guest speakers, etc.

We also have weekly Get Together where we share new events and celebrate success.
MODERN LANGUAGE IN PRIMARY

In P6 + P7 all pupils are timetabled for one 45-minute period of French. This current session P5 have also been lucky enough to experience French. Most of the work is oral and taught in game and activity form. Subject covered include their name, where they live, the weather, months of the year, hobbies and colours. Mrs McKellar currently delivers this aspect of the curriculum.

All these facets go together under the umbrella of language and more detailed guidance can be found in our whole school policy. This policy is available for inspection in school.

NUMERACY & MATHEMATICS

In Mathematics there are three main organisers. These are Information Handling; Number, Money, Measurement; Shape, Position and Movement; Our core scheme is Heinemann Maths although staff are encouraged to use an active approach to maths, linking activities to life experience. Jotters, textbooks or workbooks are used to consolidate skills.

INFORMATION HANDLING

Here the children are taught how to collect, organise, display and interpret graphs, tally charts and databases. Where possible we try to relate this work to everyday life experiences. All children have access to a computer when necessary.

We also introduce the idea of chance and uncertainty.

NUMBER, MONEY AND MEASUREMENT

Here we encourage the children to understand and use number facts, different methods of calculating numbers, including the use of a calculator, to look for patterns, sequences and relationships as well as being able to measure weight, length, area and volume. Where necessary, the children use apparatus and an activity approach to learning is encouraged. Decomposition is the method of subtraction used. All tables to 10 are covered and the children are encouraged to learn them. In all classes daily mental work is encouraged with the teacher using an interactive approach where possible.

SHAPE, POSITION AND MOVEMENT

This is an excellent area in which to encourage the children to have a positive attitude to mathematics. It is a very practical area involving the knowledge of a range of shape, scale, co-ordinates, symmetry and angles.

SOCIAL STUDIES

Through social studies our children develop their understanding of the world by learning about other people and their values in different times, places and circumstances.
We have embraced ‘A curriculum for Excellence’ and have introduced cross curricular topics that encompasses all the areas of the curriculum. Our pupils study a range of topics some of which have a heavier focus on history, geography, science etc. Where relevant a little of each curricular area is included in a topic. Below is a topic grid for session 2011/2012

### Topic Planner
**Session 2011/2012**

<table>
<thead>
<tr>
<th></th>
<th>Aug/Sept</th>
<th>Sept/Oct</th>
<th>Oct/Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb/March/April</th>
<th>April-June</th>
<th>April to June</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Starting School</td>
<td>Materials</td>
<td>Sun, moon and stars</td>
<td>How we used to live</td>
<td>The Christmas story</td>
<td>Symbols of Scotland</td>
<td>Fairyland</td>
<td>Weather</td>
</tr>
<tr>
<td>P2</td>
<td>Plants</td>
<td>Keeping safe</td>
<td>Toys and Magnets</td>
<td>Nativity – The performance</td>
<td>Famous Scots from our area</td>
<td>The Owl who was afraid of the dark</td>
<td>Pupil choice</td>
<td>Our Village</td>
</tr>
<tr>
<td>P3</td>
<td>Farming</td>
<td>Pupil choice</td>
<td>Castle Life</td>
<td>Christmas – Enterprise</td>
<td>Scottish food and Drink</td>
<td>Flat Stanley</td>
<td>Growth and life Cycles</td>
<td>Feeling Good</td>
</tr>
<tr>
<td>P4</td>
<td>Romans in Scotland</td>
<td>Exercise</td>
<td>The Twits</td>
<td>Christmas around the world</td>
<td>Scotland – highland Games</td>
<td>Sound</td>
<td>The Vikings</td>
<td>Pupil choice</td>
</tr>
<tr>
<td>P5</td>
<td>The Iron Man</td>
<td>Nutrition</td>
<td>The Magic Castle</td>
<td>Christmas – the true meaning</td>
<td>Scotland – physical</td>
<td>Electricity and Energy</td>
<td>Scottish Wars of independenc e</td>
<td>Pupil choice</td>
</tr>
<tr>
<td>P6</td>
<td>Materials</td>
<td>The Jacobites</td>
<td>Christmas – exploitation</td>
<td>Scottish Culture</td>
<td>Matilda</td>
<td>The unsinkable Ship</td>
<td>Pupil Choice</td>
<td></td>
</tr>
<tr>
<td>P7</td>
<td>Plants</td>
<td>Pupil choice</td>
<td>A media study</td>
<td>Christmas – Origins of traditions</td>
<td>The Life of Burns (Burns Supper)</td>
<td>WW II</td>
<td>China</td>
<td></td>
</tr>
</tbody>
</table>

### EXPRESSIVE ARTS

Music, Art & Design, Drama and Dance all form the Expressive Arts and these are delivered mainly by the class teacher. Much of this work is also topic related. Within the expressive arts the children are encouraged to display and demonstrate their work.

### MUSIC SPECIALIST

Mr Thomson is a vocal specialist. This year we Mr Thomson is working with all P6 children. He also has a small choir of P5-P7 pupils. Brass instrumental tuition is given to some pupils.
in P6 and P7. Any parent with a great desire for their child to be considered to play a
musical instrument should contact the Head Teacher. Taped radio and television
programmes are also used only as appropriate.

**ART EXHIBITION**

We hold an exhibition of our children’s art work in term 4 each year.

**P.E.**

All pupils have a minimum of 2hrs practical PE each week. This is a mixture of ‘keep-
fit/fitness’ and learning new skills. The children are asked to dress appropriately – shorts,
sandshoes (not trainers), T-shirt – no jewellery. Children are encouraged to bring and leave
kit in school. Parents will be contacted if their child keeps forgetting to bring his/her P.E. kit.

We have a sports day when all the children take part in a variety
of events. We have a Boys and Girls Championship as well as an
inter-house competition.

P4 have swimming lessons for ten weeks per year.

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**3. Extra Curricular Activities**

These activities vary from session to session depending on the availability of staff and
parents who wish to volunteer.
Please see below for table of activities for session 2011/2012
Each pupil provides entertainment for the local community at least once per year as part of
our Easter, Christmas and summer celebrations.
Educational outings are organised throughout the school year to supplement learning within
the school grounds and local community

**4. Homework Policy**

Parents are encouraged to work with their children on homework tasks. Homework should
not be a stressful activity for a child or their family.
Pupils from P1-P3 would be expected to spend approximately 15 minutes each evening
(Mon-Thurs) on homework. Pupils from P4-P5 may spend up to 20 minutes each evening
with P6-P7 spending a maximum of 30 minutes. If the set task takes your child longer than
this it would be acceptable to stop the task and send an explanatory note to the class
teacher. If your child is happy to continue by all means allow them to do so. Some teachers
set homework on a weekly rather than daily basis. This is to help pupils develop their
organisational skills and is also intended to be helpful for pupils who attend other activities
some evenings.
During term 4 we set a termly homework. This is a range of activities which are age
appropriate and encourage parents to participate in their child’s learning. More detailed
information will be given at the beginning of this term.
From time to time children may be asked to bring items for displays. If you are sending items in for a display table or to support topic work please ensure it is clearly labelled with your child’s name. Please do not send items of great cash or sentimental value.

We have homework diaries which aid communication between home and school.

5. Assessment and Reporting

Teachers continually assess children and use this information to plan future learning. Assessments may be made following a discussion with a pupil observing a child at work or following a set written piece of work.

CEM assessments are completed at P1, P3, P5 and P7 on an annual basis.

Each child has a profile folder where a selection of their work is kept. This profile is added to during each term. Parents are welcome to ask to see these folders at any time.

There are 2 parent’s evenings where parents have the opportunity to discuss their child’s progress.

Written reports are sent out in March.

Any parent wishing to discuss their child’s progress throughout the year should feel free to make an appointment via the school office to speak to a class teacher or member of the school’s management team. Pupils with additional support needs may have an individualised educational programme. These are monitored and updated continually through each term.

The start of the 2010-11 session marked a milestone in the Curriculum for Excellence programme, with every school fully engaged with the new curriculum.

In order to ensure we are able to provide parents with information about how children are progressing, we have implemented new assessment procedures including arrangements for moderation and quality assurance of Curriculum for Excellence. To complement these arrangements we also implemented adaptive, electronic assessments for literacy and numeracy developed by the centre for evaluation and monitoring (CEM) based at Durham University. Pupils are assessed using these adaptive, electronic assessments in P1, P3, P5 and P7.

The CEM assessments, which are professional diagnostic tools which teachers incorporate into the classroom as part of the assessment programme, provide detailed information for class teachers about the strength of individual pupils in reading and mathematics.

The CEM assessment generated an average based on the age at which the child is deemed to be performing.

In 2010/2011 in primary 3 the average age of children completing the assessment was 7 years and 7 months. The average reading of children assessed was 7 years and 5 months and the average mathematics age of children assessed was 7 years and 3 months.

In 2010/2011 in primary 5 the average age of children completing the assessment was 9 years and 9 months. The average reading of children assessed was 9 years and 4 months and the average mathematics age of children assessed was 8 years and 10 months.

In 2010/2011 in primary 7 the average age of children completing the assessment was 11 years and 7 months. The average reading of children assessed was 9 years and 6 months and the average mathematics age of children assessed was 10 years and 4 months.
In addition to CEM assessment, classroom teachers assessed pupils with curriculum for Excellence in a range of ways and assessed their progress.

In 2011 69% of pupils were assessed as having achieved CFE levels appropriate for their age for language

In 2011 62% of pupils were assessed as having achieved CFE levels appropriate for their age for mathematics

In 2011 74% of pupils were assessed as having achieved CFE levels appropriate for their age for health & wellbeing

6. Additional Support Needs/Accessibility Strategy

Additional Support Needs

A child or young person has additional support needs if, for any reason, they are not able to benefit fully from the educational opportunities provided for them.

What does South Ayrshire Council have to do to meet its duties under the Additional Support for Learning legislation?

We have to:
- Identify when a child or young person is not making good progress in their education.
- Understand what is not working for the child or young person (by gathering information to make the problems as clear as possible).
- Once extra support is in place, ensure that support is making a positive difference.
- If the support is not working well enough, gather more information and try a different approach.

Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

All of our schools and nurseries will track closely the progress made by children or young people who are registered as being 'Looked After'. Where these children or young people are making appropriate progress we will determine that they do not have additional support needs.

We have to make sure it is easy for people to get helpful information and advice. Where a child or young person is identified as having additional support needs, we will make sure the right people get a copy of the right information leaflet so they will understand what is likely to happen.

This little summary is also to let you know that much more information is available to help you understand additional support needs and what will be done to help your child. You can ask for information at any time.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together to provide the right support. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinated Support Plan.
You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to get things sorted. You can ask at any time for information about our arrangements for resolving disagreements. This booklet will give you ways to make sure your concerns are listened to and addressed.

Where a child or young person has additional support needs, planning needs to take place every time there is a move to a new class, new school or college. For some children and young people affected by a disability, transition planning will happen one year before the planned date of the move. This is needed to make sure everything is in place. For most children and young people, transition planning takes place one year before the date of the planned move. Information will be shared with everyone involved in supporting the child or young person so everyone understands what needs to be done to provide support.

What rights do children, young people and their parents have?

If you are concerned about your child’s progress or about how settled they are in school, you can ask the head teacher to begin a process of gathering information to find out if your child has additional support needs. The school will also give you advice and information about your child’s needs, what the school is doing to meet those needs and whether progress is now being made.

Even when it has already been agreed that your child has additional support needs, you can make a reasonable request at any time that more information is gathered and that a clearer understanding of the needs is established.

You may perhaps feel unhappy about what the school is doing to meet your child’s needs. You may have tried to sort this out with the school but feel you are not being taken seriously. In this case you can ask for outside help to get your concerns across. The ‘Resolving Disagreements’ booklet will help you to ask for these services.

In a very few cases you may feel that your child’s current school is not able to meet the needs. Where this happens, you have the right to make a placing request for a school that may meet the needs more effectively. You now have the same rights as parents of children who do not have additional support needs.

You may feel that educational provision on its own is not able to meet your child’s needs and that another agency could help. In such a case you can ask that the authority gathers information to see if your child needs a plan to bring together help from other agencies.

The Additional Support Needs Tribunal has been established to deal with cases that have not been sorted out by earlier attempts to resolve the disagreements. You can apply for a referral to the Tribunal: the ‘Resolving Disagreements’ arrangements available to you will help you to do this.

You can have a supporter or advocate with you at any meeting to discuss your child’s additional support needs: this is not just about support at a Tribunal.

For advice on additional support for learning from South Ayrshire Council Education, please contact the Manager, Children’s Services (Additional Support Needs & GIRFEC), Tel: 01292 612023

For impartial advice, please contact Enquire.

Enquire – the Scottish advice service for additional support for learning.
Operated by children in Scotland, Enquire offers independent confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 123 2303
- An e-mail enquiry service – info@enquire.org.uk
- An online enquiry service
- Two websites – www.enquire.org.uk (for parents/carers and practitioners and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from ‘additional support in the early years’ to ‘what planning should take place for moving on from school’.

Also

**CITIZEN ADVOCACY SUPPORT SERVICES**
Sutherland House, 123 Prestwick Road, Ayr KA8 8NJ
Tel:01292 268873
E-mail:cass@citizen-advocacy.org.uk
Website: www.citizen-advocacy.org.uk

### 7. Composite Classes

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

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

Selection of pupils to classes including composite classes:

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

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

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

Religious and Moral education enables children and young people to explore the world’s major religions and views.

At Tarbolton Primary our main topics for study relate to Christianity, Judaism or Islam. Christianity is studied from nursery to P7, Judaism, is introduced at P2 and Islam is introduced as the class teacher sees fit.

Our RME programme aims to develop our pupil’s knowledge and understanding of these religions and what each religion has to offer.

Children will be encouraged to develop their own beliefs, attitudes and moral values and to learn to respect the beliefs of others.

Religious Observance

Parents have the right to withdraw their child from religious observance i.e. church services, assemblies led by a religious leader etc.

Any parent wishing to do so should notify the head teacher of their wish in writing. An appointment will then be made to discuss these wishes and to establish how the school can support you and your child.

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 our school we promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and additional support needs as part of our inclusion policy.

All staff ensure equal opportunities are given regardless of race, religion, sex or ability.

All incidents of racism are treated seriously and reported to the education authority for follow up.

Our Head Teacher and Depute Head Teacher are happy to discuss this matter more fully at any time.
Health and Wellbeing

Our Health & Wellbeing co-ordinator is currently Miss Weir. We operate an annual health and wellbeing calendar. This allows us to focus on certain aspects of physical, emotional or mental and social wellbeing as a school. Healthy eating is encouraged throughout school. Children are encouraged to make healthy choices at our tuck shop and at school lunches. Parents are encouraged to provide healthy packed lunches. Fizzy juice is actively discouraged.

The second Tuesday of every month is our Healthy Tuesday. On this day pupils should attend school in sports gear. They will participate on in a range of relaxation and fitness activities. There will also be time for discussions around emotional health.

Parents will be kept up-to-date with our monthly health focus and we hope that they will reinforce these matters at home. Due to increasing numbers of pupils with life-threatening allergies Tarbolton Primary aims to be a nut free zone. Please do not send peanuts, monkey nuts etc in to school as a snack.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Anti Bullying
We have an up-to-date anti bullying policy in school. We have recently introduced a pupil led anti bullying panel. We have pupils wearing high viz jackets in our playground where children who feel someone is being bullied can approach them for advice.
Children believe to be bullying in our school community will be required to attend a meeting with our pupil anti bullying group.
The schools management team will oversee the work of the pupil group and intervene as necessary.

Mentoring/Buddying
Pupils who are new to our school will be offered a fellow pupil to act as a mentor/buddy to help support them during their settling in period.
Pupils with additional support needs are also offered buddies where appropriate.

Parents may request a buddy for their child for a range of reasons and this can be done by speaking to your child’s class teacher.
Positive Behaviour Strategies

At Tarbolton Primary we very much adopt an approach of mutual respect between staff and pupils. Discipline is seen to be the joint responsibility of all staff and extends to include a partnership with parents. We believe close working with our parents is beneficial to pupils. We appreciate and value the co-operation of parents. School rules will be fully explained to pupils on a regular basis. Children will be praised for working hard and behaving well.
### 1. Attendance

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

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

#### FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

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

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent’s employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services)

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

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

#### EXTENDED LEAVE WITH PARENTAL CONSENT

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

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

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.

2. Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

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 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

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce 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 made publicly available by Scottish Government.

**The individual data collected by Scottish Government is used for statistical and research purposes only.**

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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Concerns

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

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on ‘frequently asked questions’ at https://www.scotxed.net/ScotXed%20Website%20FAQ/ScotXed%20Website%20FAQ.aspx
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 South Ayrshire Council 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.

**Our School Uniform**
- Brown skirt/trousers
- Gold polo shirt
- Brown sweatshirt
- Black/Brown shoes (no trainers)
- Some children chose to wear gold shirt and tie for school photographs and church services.

4. **Home School Links**

We encourage a close liaison between home and school. We encourage this by running workshops, open days and parent’s days/evenings. We also encourage parents to volunteer as helpers and to fundraise through our parent council.

Regular newsletters and information will be sent home but parents should phone the school office to make an appointment if they wish more information from a class teacher.

Parents are reminded to make appointments rather than simply turning up at school as classes cannot be left unsupervised at any time to meet parents.

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 Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 03001230900. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form.

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

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

7. **Parent Council and Parent Forum**

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

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

**Chairperson**  
Mrs Jane McCreadie

**Parent Members**  
Mrs Sandra Hodge  
Mrs Maryanne Frew  
Mrs Wendy Nimmo  
Mrs Barbara Sutcliffe  
Mrs Mandy May-Hilton  
Mrs Fiona Litman  
Mrs Marie McKenzie  
Miss Stacey Nimmo

**Staff Member**  
Mrs Jacqueline Blair (Head Teacher)

Local councillors are welcome to attend any parent council meeting

All of the above may be contacted through the Primary School (01292 541278)
8. **Pupil Council**

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

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

Our pupil council is made up of 14 pupils from P1-P7 Our current staff representative is Mrs McKellar (Acting Depute Teacher).

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 the Executive Director of Children and Community, County Buildings, Wellington Square, AYR, KA7 1DR

SECTION D – CARE AND WELFARE

1. **Child Protection**

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

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

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

Mrs Blair (Head Teacher) is our Child Protection Co-ordinator
2. **Playground Supervision**

An adult presence is provided in playgrounds at breaktimes in terms of the *Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.*

In addition to the statutory requirement, additional adult supervision is provided by staff within the school.

3. **School Meals and Free School Meal Information**

Our school lunch break is 12.30pm – 1.15pm

Children are free to go home for lunch although we require written confirmation from a parent to allow this.

Children who stay in school can either have a hot lunch, a healthy snack or eat their own packed lunch.

Children with a packed lunch sit at the front end of the dinner hall and are assisted to open packages etc by our classroom assistants. We encourage children to take home what they have not eaten to allow parents to see what they have eaten.

If your child has any food allergies these should be noted on the medical form at time of enrolment or as an allergy is diagnosed.

A vegetarian option is always available.

We operate a cashless system in our lunch hall. Parents top up their child’s account regularly by sending a sealed envelope to the kitchen staff during registration. Parents may contact the school kitchen on (10292) 541953 at anytime to request a balance on their child’s account.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than £15860*) and child tax credit and working tax credit (where income is less than £6420*) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, Telephone 03001230900.

*These values are revised annually

4. **Footwear and Clothing Grant Information**

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

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

Information and application forms may be obtained from schools, Area Offices and from Children and Community, 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 Children and Community, 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.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have a complaint relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

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.

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.

When a child who normally uses school transport is not using it at the end of the school day it is the parent’s responsibility to notify the school office of planned alternative arrangements.

Privileged Seats

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

South Ayrshire Council holds Public Liability, Employers’ Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 03001230900.

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**

Our policy at Tarbolton Primary School is that children can bring mobile phones with parental permission but must turn them off before entering the building and not switch them on again until 3.00pm. Any mobile phones removed from bags during school are to be confiscated and returned at 3.00pm.

Continued improper use of mobile phones in school will result in a child’s phone being kept in the main office. A parent will be required to collect phones in such circumstances.
9. **Health and Medical Information**

Throughout primary school hearing, eyesight, height and weight checks will be done at appropriate intervals. Hearing and eyesight checks can be arranged if either parents or teachers have concerns.

Dental check are usually carried out on P1 and P7 children after permission is sought from the parents.

In the event of a child taking ill at school, the child will be supervised by a member of staff until either a parent or a local emergency contact can come to collect and take the child home. Every endeavour will be made to contact parents or local emergency contact as soon as possible, thereby ensuring a child who has become ill is taken home.

Medical and dental appointments during school hours should be notified beforehand to the Head Teacher by presenting either an appointment card or a note from the parent.

Similarly, a note of explanation or a telephone call from the parent to the Head Teacher is required if a pupil is to be excused from P.E.

It is **ESSENTIAL** that parent’s keep the school informed of any particular medical requirements.

**IT IS IMPERATIVE THAT PARENTS PROVIDE THE SCHOOL WITH NAMES OF LOCAL EMERGENCY CONTACTS TOGETHER WITH TELEPHONE NUMBERS SHOULD THEY THEMSELVES NOT BE AVAILABLE. PLEASE ENSURE YOU INFORM US IN WRITING OF CHANGES. EMERGENCY CONTACTS SHOULD BE WITHIN A REASONABLE TRAVELLING DISTANCE FROM SCHOOL.**

Children who are absent due to diarrhoea and vomiting should be kept away from school for a recommended 48 hours following their last episode of diarrhoea. This is to avoid further spread within the school community.

Any parent wishing advice on exclusion periods for illnesses should contact the school office or Head Teacher.

**ADMINISTRATION OF MEDICINES**

Following the introduction of the Standards in Scotland’s Act 2000 there is a duty on Education authorities to educate children to their fullest potential. For some pupils, meeting their health care needs will be an essential element of this. To comply with these new guidelines **NO** medicines can be administered in school without parents FIRST completing a Permission forms.

These forms can be obtained from the school Office.

Children should not be carrying medication including inhalers in their school bag without the school office being made aware of this.

**Health Promotion and Nutrition**

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed
to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

For further information go to:-

NHS Ayrshire & Arran
Oral Health Promotion Initiatives in Nursery and Primary Schools

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

**Childsmile:**

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

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

2. **An infant programme** - this promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Childsmile Dental Practice.

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

**The National Dental Inspection Programme:**

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

Information on pupils and parents may be used for teaching, registration and assessment and other administrative duties. This information may be shared with the Health Board, Scottish Government and CRB Solution for statistical, operational and analysis purposes. The information is protected by The **Data Protection Act 1998 (as amended)** and may only be disclosed where it is legal to do so. 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 Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

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

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

Examples to be included:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Address</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Ayrshire Council</td>
<td>County Buildings</td>
<td>03001230900</td>
</tr>
<tr>
<td>Children &amp; community</td>
<td>Wellington Square, AYR, KA7 1DR</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a></td>
<td></td>
</tr>
<tr>
<td>South Ayrshire Council</td>
<td>5-9 High Street, AYR, KA7 1LU</td>
<td>01292 617617</td>
</tr>
<tr>
<td>Registration Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Ayrshire Council</td>
<td>Green Street Lane, AYR</td>
<td>01292 266171</td>
</tr>
<tr>
<td>Community Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Councillor</td>
<td>County Buildings, AYR</td>
<td>03001230900</td>
</tr>
<tr>
<td>Hywel Davies +</td>
<td>Wellington Square, AYR</td>
<td></td>
</tr>
<tr>
<td>Andy Campbell +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Allan</td>
<td>KA7 1DR</td>
<td></td>
</tr>
</tbody>
</table>

www.ltscotland.org.uk/parentzone
www.educationscotland.gov.uk

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.