

# **EDENSIDE PRIMARY SCHOOL**



## **INFORMATION FOR PARENTS, GUARDIANS & CARERS**

*Session 2018-19*

# Welcome to Edenside Primary School



## Edenside – Be The Best You Can Be!

1. We prepare our learners with skills for whatever path they choose in the future
2. We celebrate each other's strengths and work together to support everyone to achieve their best
3. Together we are caring and inclusive
4. We encourage creativity and independent thinking

**Edenside Vision & Aims**  
*March 2016*

Children and young people should be safe, nurtured, healthy, achieving, active, included, respected and responsible.

**Scotland's Vision for Children & Young People**  
*September 2015*

## **A note from the Head Teacher**

*Dear Parents/Carers*

*As a parent or carer, you will have no doubt at all about what makes a good school. I am sure you share our view here at Edenside that first and foremost children need to be happy and secure in a safe environment. When this is in place, younger children are happy to separate from their carer, and all children across the stages of the school thrive in their learning.*

*Good positive behaviour management underpins our ethos here. I have a high visibility across the school, as do my management team, and we are assigned to a playground area every day with our support staff, to ensure children play in safety and harmony. We have high expectations across our whole school community with regard to courtesy, manners and how we treat other people. We are lucky to have such a cheerful, well-mannered and helpful bunch of children, testament to the values you share with them at home.*

*In learning, we talk a lot about improving our personal best, so that children know from the earliest that their best efforts are expected, encouraged and valued. We all have different skills and talents and every one of us has different capabilities and capacities. We encourage ambition in all our children, and everyone is valued wherever they sit on the attainment range.*

*A very capable and committed teaching team work hard for the children, with a valuable contribution from our classroom support staff. They ensure that teaching is well planned and thorough, in line with the expectations of the "Curriculum for Excellence", and that learning is fun and engaging for the children. Every day I am delighted by the examples of creative, inspiring teaching I observe in our school and our regular parent invitation events and our annual 'Showcase' bear witness to the high quality of learning and teaching that defines Edenside Primary School.*

*At Edenside, the pastoral care of our children sits in equal importance to the priority we place on learning, in a school that is caring and inclusive, with a long-held, special place in the heart of our community.*

*Yours sincerely*

**Anne Marie Bready**

*Head Teacher*

## **Section 1: COMMUNICATION**

Edenside Primary School is a large, non-denominational primary school situated in the town of Kelso in the Scottish Borders.

It was formally opened on 5<sup>th</sup> November 1970 and currently accommodates in excess of 385 pupils, this includes a pre-school and ante pre-school nursery and also has provision for up to 10 two year-olds.

### **1.1 Contact details**

- by post:  
(Please mark all correspondence for the attention of “The Head Teacher”)

**Ms Anne Marie Bready**  
Edenside Primary School  
Inch Road  
KELSO  
Roxburghshire  
TD5 7JP

- by telephone or fax :  
(during term-time between 8.15am – 3.45pm)

Tele: (01573) 224264  
Fax: (01573) 226876

- by e-mail : edensideps@scotborders.gov.uk
- Website: www.edenside.scotborders.sch.uk

### **School hours**

<b>P1-4</b>	<b>Morning</b>	<b>Break</b>	<b>Lunch</b>	<b>Afternoon</b>
MONDAY TO THURSDAY	9.00 - 12.30	10.30 - 10.45	12.30 - 1.15	1.15 - 3.30
FRIDAY	9.00 - 12.00	10.00 - 10.15	11.20 - 12.00	12.00 - 12.50

<b>P5-7</b>	<b>Morning</b>	<b>Break</b>	<b>Lunch</b>	<b>Afternoon</b>
MONDAY TO THURSDAY	9.00 - 12.15	10.30 - 10.45	12.15 - 1.00	1.00 - 3.30
FRIDAY	9.00 - 12.00	10.00 - 10.15	11.20 - 12.00	12.00 - 12.50

<b>Nursery</b>	<b>Morning session</b>	<b>Afternoon session</b>
MONDAY TO FRIDAY	8.50 – 12.00	12.30 – 3.40

## **1.2 Parent Council**

The Parent Council has a number of sub-groups including a Fundraising/Events committee.

The aims of the Parent Council are to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents/carers, pupils, pre-school groups and the wider community
- organise fund-raising events for the school
- report back to the parent forum (all parents)

**Chairperson:** - Mrs Harriet Campbell

**Vice Chairperson:** - Mrs Eva Reader

**Treasurer:** - Mrs Jill Scott

**Clerk:** - Miss Mhairi Jamieson

We continue to encourage parents/carers to express their views through various means including questionnaires. We have an open door policy and welcome feedback including suggestions for improvements.

## **1.3 Parent/Carer meetings**

There will be various opportunities for parents to attend meetings at key points in the school to share information about teaching and learning approaches and how you can help your child at the beginning of the session. These may include:

- Curricular meetings
- Pre-residential meetings for Primary 7, as appropriate
- A showcase evening where parents can come into school with their child and see what he/she has been learning
- Class assemblies to showcase the work from class thematic work to our parents
- Formal Parents' Meeting - individual 10 minute appointments between class teacher and parents/carers
- In addition to the formal meetings any parent/carer can make an appointment by arrangement to meet with any member of staff to discuss any issue of a more personal or individual nature
- For absent or non-resident parents separate arrangements to receive copies of school reports, information or meetings can be arranged on application to school

## **1.4 Compliments & Complaints procedures**

We welcome compliments and are happy to meet and discuss to resolve complaints.

In the event of a complaint any issues should be in the first instance be directed to the class teacher or a member of the Extended Senior Management Team. We have "*Complaints Policy & Procedure*" guidelines which are available on the Scottish Borders Council website.

You will need to give your name, address and contact telephone number along with a clear description of your complaint.

## **1.5 Attendance & Absence**

**All parents/guardians/carers have a duty and responsibility to inform the school when and why their child is absent.**

If your child is absent, please contact the school office before 10.00am on the first day of absence explaining fully the reason why your child will not be in school. Phrases such as, "unwell", are unhelpful as the school records all reasons for absence in order to monitor any outbreaks of "notifiable diseases", such as scarlet fever, chickenpox, norovirus etc.

The school cannot assume that absent pupils are at home under the safe care and supervision of a parent, guardian or carer. Where the school has not been informed of a pupil's absence, a phone call will be made to the main parental contact number (usually a mobile telephone number) if no answer we will leave a message asking them to contact the school office to explain why their child is not in school. Parents/guardians/carers are asked to respond to these message requests promptly, as there may be a serious reason why a pupil has not reached school in time to be registered.

**Parents/guardians/carers should ensure that the school always has current and up to date contact details, including nominated emergency contacts.**

Pupils who arrive late to school must report directly to the school office before making their way to class.

## **1.6 Applying for a School Place**

If you would like your child to attend Edenside Primary School or its Nursery provision and you are staying within the school's catchment area, please contact the school office to arrange a visit and to receive the necessary enrolment forms.

If you live outwith the school's catchment area, a "placing request" must be made.

**Please see the relevant section of the Scottish Borders Council website for further guidance.**

## Section 2: PARENTAL INVOLVEMENT

### 2.1 Helping Your Child At Home

The support we receive from parents and helpers is invaluable to our school. Co-operation from home ensures our children are supported and nurtured as fully as possible. These healthy relations also foster a hugely beneficial and significant bond between the school and home, which helps the children make the link between their learning in school and what is going on in the world around them.

The aim of homework is to reinforce what your child is learning in school. It also gives you an opportunity to become involved in the learning process. Termly curriculum overviews give parents/carers information on children's learning and ways in which you can help them at home.

At Edenside, the amount and type of homework your child receives will vary as they move through the school. It is important that parents check Homework Diaries and Reading Records to keep up to date with all homework tasks. You are asked to sign the diary to ensure your child's teacher knows that information has been passed on and that you have had an input in the activity.

### 2.2 Parental/Carer Involvement

At Edenside, we recognise that parents, carers and family members are by far the most important influence on children's lives, (after all, between the ages of 5 and 16, children only spend 15% of their time in school). Research shows that when parents are involved in their child's learning, children do better at school and throughout life. The Scottish Schools (Parental Involvement) Act 2006 has been passed to encourage parents and carers to become more involved.

At Edenside we are already working hard to involve parents and build positive Home School partnerships:

- **at home** – by providing termly information on what your children are learning at school and how this can be best supported at home. From time to time, a variety of workshops and information sessions, will be made available
- **through school** – by providing opportunities to contribute to the life of the school including parent helpers who assist with school outings, concerts and sports. We seek the support of parents who have skills to offer to assist in the provision of quality experiences in school
- **in a more formal way** – all parents are members of the Parent Forum, and they are represented by the Parent Council. Any parent/carer can be a member of this

Further information is available from the Scottish Borders Council "Parental Involvement Strategy" on the Council's website at: [www.scotborders.gov.uk](http://www.scotborders.gov.uk)

## **Section 3: SCHOOL ETHOS**

On our “Journey to Excellence”, Edenside shares the vision of the Scottish Education Minister that our children should become ambitious for themselves and be **confident individuals, effective contributors, successful learners** and **responsible citizens**.

### **3.1 Edenside Aims**

**To fulfil our aims, we strive to ensure that:**

- all children are enthusiastic about coming to school and feel valued for their contribution to school life
- all children are motivated to learn, have enquiring minds, and to work independently
- all children recognise that doing their personal best results in a feeling of achievement which is also recognised by the wider community
- all children are confident and proficient with modern technology including computers
- all children are equally at home with their classmates or with adults and can offer an informed opinion and value that of others
- all children can recognise their own strengths and needs and are sympathetic and helpful towards others
- all children care for the school environment and the wider community and keep it free from litter and vandalism
- all children take a responsibility for and look after their own and school property
- all children are self-disciplined and well behaved supported in this by parents/carers and staff
- all children are healthy and committed to lifelong learning and well-being
- all children, parents/carers and staff enjoy and celebrate success
- all staff have a high morale, commitment and self-esteem
- all parents are comfortable coming into school to discuss any aspect of the school’s work and contribute to the life of the school

### **3.2 School's Role in the Community**

The school fosters strong community links with a number of bodies and individuals such as;

- RHET (Royal Highland Education Trust)
- Scottish SPCA
- Community Police Officer
- Active Sports Co-ordinator
- Sainsbury's & Tesco supermarkets
- Kelso Rotary Club
- Kelso Civic Week
- Kelso High School
- Broomlands Primary School
- Kelso Swimming Pool
- Riding for the Disabled Association (RDA)

### **3.3 Good Behaviour**

It is our clear intention that our children develop into responsible citizens who can learn to resolve their difficulties through talking and by understanding the other person's point of view. The children are actively involved in deciding good rules for the classroom and for the playground. Deserved praise for good behaviour and hard work is integral to a child's day in school and is in the form of a comment - written or verbal, stickers, certificates, house points or a mention at assembly.

We believe in acknowledging the good, to encourage the children to strive for excellence. Inevitably children cannot be 'good' all the time. There are always consequences to actions which hurt others. When we have to deal with inappropriate behaviour, we talk about behaviour, not the child – and we remind the child of his/her positive attributes.

In the most serious of cases we would ask that parents become involved and together we will find a solution, helping the child achieve better behaviour.

It is the right of every child to come to school and to be happy both in the classroom and in the playground. If your child is unhappy please contact your child's teacher in the first instance. If the issue is not resolved please contact the Head Teacher. Every reported instance of bullying is taken seriously.

### **3.4 House Point System**

The school operates a House system. Pupils are allocated to one of four houses in P4 and a system of house points is used to encourage good behaviour. Weekly "Well Done" certificates are presented at Assembly and so real effort, diligence, improvement or success are commended publicly. Children from the same family are normally allocated to the same house. House Captains and Vice Captains are selected from P7 pupils in a house election organised by the house teachers:

Mrs Hardie/Miss Lindsay	Floors
Miss Swanson/Miss Douglas	Hendersyde
Miss Cowan	Roxburgh
Mrs Brown	Springwood

### **3.5 School Rules**

The basic school rules are regularly discussed with all pupils. Please encourage your child to adhere to these at all times. Meanwhile here are some of the more important codes of conduct, together with other points to remember: -

1. The car park is out of bounds to children
2. No stone throwing is allowed
3. The cycle shed is out of bounds to all except cycle owners. Only P6/7 pupils may bring cycles to school and any misuse of this privilege will lead to it being withdrawn  
Helmets must be worn by all cyclists
4. If the weather is bad pupils may remain indoors provided they act quietly and sensibly. In dry weather children are generally expected to be outside
5. Spitting, swearing, kicking and rough behaviour are strictly forbidden, and the school looks to parents to support it in the matter of good manners and acceptable behaviour. We encourage all to "live peacefully with their neighbours"
6. Pupils who travel by bus are constantly reminded to be careful boarding or leaving a bus, and to exercise proper road-sense at all times.  
It is expected that they wear their seatbelts and behave safely in the bus at all times
7. Chewing gum is not allowed in school

## Section 4: CURRICULUM

### 4.1 Curriculum Overview

At our school we are concerned with the all-round development of your child; our aim is that each child meets success in all areas of the curriculum. For this reason teachers plan a clearly differentiated approach to ensure that the needs of every child are met. A curriculum overview for your child's class will be shared with you termly and any individual targets or support will also be included where necessary.

In line with all Scottish schools we have embraced "Curriculum for Excellence" to make certain that our children become '**confident individuals**', '**effective contributors**', '**successful learners**' and '**responsible citizens**'. We continue to improve our cross curricular topic work to include creative and critical thinking skills and ensure that literacy is integral. We also value a skills based approach which runs alongside this in every subject area.

#### 4.1.1 RELIGIOUS & MORAL EDUCATION

In our Religious and Moral Education lessons we hope to help our children develop both an understanding of the major world religions and a tolerance of others. The purpose of our weekly stage assemblies, through story and discussion, is to allow the children to reflect on the issues of the world around them. We also gather on a monthly basis as a whole school to come together as a school community and share our successes. Local church ministers and other visitors often join us to talk to the children. We also celebrate Easter and Christmas as a whole school.

We respect the wishes of all our parents and if you prefer that your child does not participate please do not hesitate to inform the school. As far as is practicable we will provide alternative arrangements for your child.

## **4.1.2 MATHEMATICS & NUMERACY**

At Edenside Primary School our aim is to offer all pupils a numeracy and mathematics curriculum that is relevant and differentiated to their needs and to encourage them to achieve their highest possible potential.

Our aim is for the children to acquire skills in mathematical thinking with a support network of concepts, facts and strategies.

In their mathematics, through direct interactive teaching that facilitates different learning styles, pupils will have an enjoyable, meaningful and purposeful experience. By talking about mathematics and sharing methods of Problem Solving pupils will develop confidence in using and applying skills and strategies. The pupils will work to develop mental agility and the language of mathematics.

The mathematics curriculum follows the North Lanarkshire “Pathways” and is supported by carefully selected quality resources including ICT resources which are regularly evaluated and updated. Using these “Pathways” ensures that all areas of maths and numeracy are taught systematically each year.

By providing a variety of mathematical experiences and by ensuring sound knowledge of the four number processes, pupils will have the confidence to apply mathematics and value it for its relevance to everyday life.

For further information on how you can help your child with Numeracy, see the “Learning At Home” section of the Education Scotland website at:  
<http://www.education.gov.scot/parentzone>

**Link can be found on our school website**

### 4.1.3 ENGLISH & LITERACY

In 2013-2014, we introduced our new Active Literacy Programme to P1 and P4. By the start of session 2016-17, this programme was taught throughout the school.

Our active phonics lessons encourage children to work and learn collaboratively, and build on the pupils' early exploration of sounds, letters and words to aid their spelling competence. Pupils use whiteboards and magnetic letters to aid their reading development and throughout our Literacy work, there is an emphasis on working in pairs and groups and giving children opportunities to talk to their peers, teachers and parents about the words and sounds they are exploring and the books they are reading.

In Edenside, pupils develop their phonemic awareness and understanding of unfamiliar 'high frequency words' through enjoyable, cooperative, practical tasks. They are encouraged to engage with others in supportive partnerships, gaining confidence to become more self-supporting. This approach is active and encourages children to be owners of their own learning. They work collaboratively in groups with other children, talking about what they are doing and, importantly, actively participating in the learning experience.

In both Reading and Writing, our emphasis is on supporting children to become independent and enthusiastic about texts. Pupils are encouraged to develop their decoding skills, make predictions, draw conclusions and think deeper about the author's main messages. The writing curriculum covers **narrative, explanation, persuasive, instructional/procedural, recount** and **report** writing. Clear links between reading and writing are made in writing lessons. Pupils learn to analyse the work of real authors, identifying aspects of the writer's craft. This helps pupils learn the skills of successful writing.

Skills of handwriting and spelling are integrated into all writing tasks. Ultimately our aim is to develop pupil ability to evaluate their own work, and to take some responsibility for making improvements – in other words to be effective writers.

For further information on how you can help your child with Literacy, see the "Learning At Home" section of the Education Scotland website at:  
<http://www.educationscotland.gov.uk>

**Link can be found on our school website**

#### 4.1.4 HEALTH & WELLBEING

Health & Wellbeing is a huge and all-encompassing area of the school curriculum. We experience aspects of this area of education every day in school – whether it is the direct teaching of Health Education as a curriculum subject or when dealing with an individual pupil’s immediate need for assistance or support relating to a health issue. In our teaching we promote the importance of a healthy diet, daily exercise, tooth brushing and the importance of sleep. A tired body and mind cannot cope with the day’s learning in class. The links between diet and good health are also emphasised.

Pupils learn about co-operating with others and taking on a role of responsibility in the school and throughout the wider community. Skills are taught through topics, participation in school committees and PE, where pupils take part in a wide variety of quality experiences. We have input from a Curriculum Support Teacher for PE all year through, and the class teachers also teach PE and movement skills. Children from P4 – 7 have blocks of weekly swimming lessons, while P3 pupils begin swimming lessons in the summer term. Older pupils are encouraged to take on the role of P1 buddy which fosters a responsible and supportive attitude. Through well-planned activities, geared to their age and stage, all children are taught to respect and value others both in and out of the classroom.

Health is further promoted through encouraging your child to bring a bottle of **chilled water** into school each day; the water bottles can be refilled from the water coolers which are situated in each corridor.

It is a proven fact that WATER activates the brain and improves concentration. For this reason the pupils are permitted to have their water bottles in class and can access them whilst engaged in a work task.

- **SWEETS AND FIZZY DRINKS ARE NOT ALLOWED IN SCHOOL**  
They will therefore be much more appreciated as a treat at home.

#### 4.1.5 EXPRESSIVE ARTS

This is an important part of the curriculum and creates many learning opportunities. Pupils will be encouraged to express themselves through and develop their skills and enjoyment of Arts and Crafts, Drama and Music. There will be opportunities for each pupil to perform to a wider audience at various points during their school career.

Instrumental tuition places are offered to interested P4 – P7 children according to musical aptitude etc. However, these places are limited.

At present, some pupils have tuition in either brass or string instruments.

#### 4.1.6 COMPUTING

We have a computer suite with the most up to date technology which all classes use on a time-tabled basis. In addition, there is also a networked ‘Laptop Bus’ containing laptops, which is timetabled for use in P4-P7 throughout the week. Each classroom has a desktop computer plus an interactive SMARTboard.

## **Section 5: ASSESSMENT & REPORTING**

### **5.1 Assessment & Reporting**

Assessment is an important element of the teaching and learning process. Every child is an individual and achieves learning goals at different times. When we assess our children we are able to chart their progress as individuals and can adapt our teaching to meet their needs.

Assessment can be through teacher observation or analysis of a child's work. Lessons are planned to ensure effective learning and to allow the children to apply their learning in a different context.

We believe that with guidance children can assess their own work and determine how to improve it. We also believe that the children learn from each other so we involve them in recognising what is good about another child's work and in helping each other to suggest ways of improving.

We will continue to give pupils opportunities to demonstrate their improving reading skills using contextual materials.

In Maths all children have regular check-ups and topic assessments throughout the year.

We use all of this information together with teacher observation to plan a cohesive and progressive programme of learning for your child.

Interim reports will be issued in November and a final report will be issued towards the end of the session and Parents' Evenings are held around these times. In November, the Parents' Evening takes the form of a 'showcase' event where pupils can share their learning with their parent/carer. Towards the end of the session, the Parents' Evening is a formal, 10 minute appointment held between teacher(s) and parent(s)/carer(s).

Absent or non-resident parents can request copies of their child(ren)'s reports by contacting the school office.

## **Section 6: TRANSITIONS**

### **6.1 Primary/Secondary Liaison**

The school has strong links with Kelso High School to which P7 pupils transfer at the end of their primary career.

In mid-June, P7 pupils pay an extended two-day visit to Kelso High School where they follow an S1 timetable and get to meet potential new classmates and new teachers. Prior to transfer, senior staff from Kelso High School visit Edenside Primary School to tell pupils about transition to secondary education.

For some P7 pupils with additional needs there is an extended transition programme which involves additional transition meetings with parents, high school staff, Edenside staff and, if necessary, the Educational Psychologist. These meetings are designed to identify the strengths and needs of the pupil and to ensure an appropriate plan is put in place for a smooth transfer.

## **Section 7: SUPPORT FOR PUPILS**

### **7.1 Support for Learning**

Our support for learning policy is built around a commitment to inclusion and equality of opportunity for all pupils.

At Edenside we are committed to the principles of child centred education and early intervention. We follow the Scottish Borders Council “Assessment Framework” which, in the early years, provides us with a holistic view of each child’s development. From P2 onwards, it allows us to evaluate each child’s individual progress and attainment in language and to plan for their next steps in learning. The class teacher has the responsibility for the teaching and learning of all pupils but is supported by management and learning support staff.

At Edenside, our Learning Support Teacher works throughout the school in most classes. They have five roles which are

- consultation with staff, parents and pupils
- co-operative teaching which may include all pupils
- direct tuition with some pupils either in a small group or occasionally on a 1:1 basis
- liaison with other agencies
- staff development.

We are committed to year group consultations between class teachers, management and learning support staff, where the needs of all pupils, including the most able, are discussed; teaching and learning is evaluated and appropriate curriculum planning, differentiation and support is determined.

Parents are consulted about their children’s needs and any identified support and are able to discuss progress at Parents’ Evenings or by mutual arrangement. It is recognised that most children at some time during their education will have an additional need. For some this will be short term but for others this will be more long lasting.

Under the terms of the Additional Support for Learning Act additional needs fall into four main categories which are social and emotional, family circumstances, disability/ health and learning environment.

When a child requires regular additional support, a learning support profile will be opened. This information will always be shared with parents. For some pupils additional support may be required from the Kelso area Educational Psychologist who may take part in the consultation process with parents and school staff and may become actively involved with the child or recommend specific actions and strategies.

For a small group of pupils Additional Needs Assistants (ANAs) are in place to support their needs under the direction and supervision of the class teacher and the Support for Learning Teacher.

The school can call on the expertise of a Behaviour Support teacher for those pupils with significant behavioural difficulties.

For a few children who have significant, enduring long term needs which require input from other agencies to enable the child to achieve educational objectives, a Coordinated Support Plan (CSP) will be opened.

For children who have English as an Additional Language (EAL), the school can request the support of a specialist teacher.

For further information, please refer to the Additional Support Needs section of the Scottish Borders Council website at:

[www.scotborders.gov.uk](http://www.scotborders.gov.uk)

## **7.2 Getting It Right For Every Child (GIRFEC)**

“Getting It Right For Every Child” is the National approach which ensures that everyone providing support puts your child at the centre. Practitioners work together to support you and your child and, where appropriate, take action at the first signs of any difficulty. This means that professionals work across organisational boundaries and put your child, and you, at the heart of decision making, giving all our young people the best possible start in life.

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

- ensure children, young people and their families get the help they need when they need it and are central to the process of finding solutions
- use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people
- be clear about personal responsibility to do the right thing for each child/young person
- work with children, young people and their families using a collaborative approach with fewer meetings. This should ensure that children, young people and their families give information only once and enables the development of one plan to meet all their needs
- respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication

GIRFEC is part of the Children & Young People (Scotland) Act 2014 and the GIRFEC provisions were implemented by August 2016. The multi-agency approach of the Scottish Borders is to phase in this implementation. If you would like any further information, please ask the school’s Head Teacher.

### **7.3 Child Protection**

All Scottish Borders Council's schools and their staff are required to follow the "Scottish Borders Child Protection Committee's Inter-agency Child Protection Guidelines and Procedures".

A key element in the procedures is that if a staff member in a school is made aware of a concern (usually through a statement made by a child) of an issue that could have child protection implications, the member of staff has no option but to refer the child to Child Protection Officers. The Children (Scotland) Act 1995 states that the welfare of the child is paramount and this must always be the sole consideration for the school.

In making a referral, staff will not be making any judgement on the strength or truth of the child's statement but must follow procedures to support pupils and staff. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities.

The child's parent or carer will always be informed as soon as possible about such disclosures and any action resulting from this. Keeping parents informed may not always be undertaken by school staff and could involve other organisations such as social work staff or the police.

If the child protection issue is taken further, school staff will work with families to support children through the process. The school Child Protection co-ordinator is the Head Teacher, who can be contacted to discuss any issues that may arise.

### **Section 8: SCHOOL IMPROVEMENT**

The main achievements of our school over the last 12 months can be found in our "Standards and Quality Report". You may obtain a copy from our school office.

In addition to the school handbook we also have our Nursery handbook which can be accessed through the school website at:  
[www.edenside.scotborders.sch.uk](http://www.edenside.scotborders.sch.uk) .

## **Section 9: SCHOOL POLICIES & PRACTICAL INFORMATION**

### **9.1 Extra-curricular Activities**

Pupils at various stages of the school are offered chances to attend After-School Clubs, which may be organised by Active Schools or led by our Curriculum Support teachers.

#### **Extra-curricular Activities may include:**

Rugby	Dance	Badminton
Curling	Fencing	Tennis
Hockey	Football	Zumba
Singing Club	Netball	Basketball

### **9.2 School Uniform**

Wearing uniform is a practice the school encourages, and we seek the support of parents in this matter. The school discourages any jeans and unsuitable footwear. The wearing of football/rugby team colours and hooded tops is not allowed in school.

Our uniform consists of a red sweatshirt bearing the school badge or a plain red sweatshirt, (winter emerald for Primary 7 pupils) white shirt or polo shirt, black trousers for boys, trousers or skirts for girls and black shoes. We would prefer children not to be wearing brightly coloured trainers to school, or black trainers with coloured stripes/laces.

T-Shirts and polo Shirts for PE are available from the school's sweatshirt supplier, and an order is placed through the school annually. We do hold some sweatshirts etc. in stock and these can be purchased from Reception, or online from our suppliers. Annually in May we place a large order and we are now able to place individual orders for newcomers at other times of the year. School ties are available for purchase too.

**We would also ask that all articles of clothing and footwear are labelled with the child's name, not just initials.**



**We would ask that all pupils have indoors shoes and a shoe bag to keep them in school.**

### **9.3 School Meals**

School meals are provided by the DSO, a branch of Scottish Borders Council. The school has its own kitchen with cook-in-charge. Most children eat in school, having either a school meal or a packed lunch.

A choice of two-course meals are offered and an up-to-date menu is available to view or download on the Scottish Borders Council website at:

[www.scotborders.gov.uk](http://www.scotborders.gov.uk).

Any change in cost will be intimated in advance. Charges are agreed by the Education Committee. The meals are healthy and nutritionally balanced.



Scottish Borders Council have moved towards a 'cashless catering' system across all schools. This means that school lunches are now ordered on-line from the "ParentPay" website.

Parents/carers of all pupils are allocated a username and password to access the website ([www.parentpay.com](http://www.parentpay.com)) and all lunches should be ordered **in advance** through this system. Please contact the school office for further details.

Provision is made for children who bring packed lunches, and these are eaten in the dining-hall and/or stage area.

It is emphasised that only three eating options are available at lunchtime:

- a child has a school meal
- a packed lunch from home which eaten in school (or outside in the grounds when the weather is fine and warm)
- or he/she goes home.

Free meals are available for those families on Income Support and application forms may be obtained from Scottish Borders Council, Customer Services on 0300 100 1800, online or your local Library. However, all meals have to be paid for until the Authority advise you, the parent, that free meals have been granted. Application has to be made to the Local Authority, Customer Services Department. Contact: 0300 100 1800

Please note that all P1-3 pupils will be entitled to a free school meal in line with the Scottish Government initiative.

### **9.4 Breaks**

We are keenly aware of our duty to promote healthy eating and would ask that healthy snacks are sent with your children for their break. We would ask you to support us by discouraging your children from bringing sweets, chocolate and fizzy drinks to school, keeping them for special treats at home.

## **9.5 Transport**

Transport for children who require it is arranged by Scottish Borders Council. If space exists on any vehicle contracted to the Education Committee privilege travel may be granted - but this concession may be withdrawn if a vehicle becomes overloaded or has its quota of "entitled" travellers.

Children travelling by bus are issued with a bus pass and must carry this pass AT ALL TIMES to show on entry to the bus. The children travelling home by bus meet in the dinner hall at the end of the day, where a daily bus register is called. Bus time supervisors will ensure the bus children get on the correct bus. Pupils who attend Edenside Primary School through parental choice from outside our catchment area are not eligible for free travel.

## **9.6 Road Safety**

Our school promotes **Park & Stride** using Woodside Park for parking the car and **WALKING** to school from there. This lessens the congestion on **Inch Road** with all the buses. We promote walking with a parent or carer instead of the use of the car whenever possible for short distances. Please do not park or stop cars in the bus bays at the front of school.

## **9.7 Crossing Patrols**

Crossing patrols are a necessity for any school – ours in particular, because of the number of vehicles (cars, vans, buses) that pass along Inch Road. Adults can set a good example for the pupils to follow if they too, cross with the **lollipop man/lady**.

## **9.8 Buses**

Buses and taxis are an everyday hazard outside the school gates. The bay in front of the school bordered by a yellow line is for buses and taxis for our children who are transported to and from school. **We would ask those of you who drive children to school not to use the bus bays.** The use of the bays by cars causes even more hazards at a crucially busy time at the end of the school day.

## **9.9 Playground**

Edenside has extensive playgrounds around the school. This includes the grassy area with climbing equipment for P1 – 2 pupils and trim trail in the field for the older pupils.

A member of school staff supervises the arrival of the bus children from 8.30 am taking them from the roadside into the school grounds. **Please note** there is supervision in the playground from 8.45 am.

Supervisors at both morning playtime and lunchtime are out in the playground.

## **9.10 School Medical, Dental & Welfare Services**

**Should you have a concern about your child's well-being at school, please do not hesitate to contact the school. We will arrange a time to meet with you and discuss the matter.**

To safeguard the interests of both pupils and staff, any request for prescribed medicine to be administered during the school day **MUST** be accompanied by a parental request form, available from the school office. This will give clear instructions as to type, quantity, frequency and method of administration and should be signed and dated by parents.

**Medical inspections** for some pupils in P1 are arranged after forms issued to parents, are completed and returned by them. The School Health Service conduct this routine check which parents are asked to attend. At the same examination a simple eye test is carried out and in case of difficulty a fuller examination would be arranged.

Routinely, the Health Visitor or School Nurse checks the eyesight of other children using a sophisticated machine called a Keystone. Again, any cases of difficulty are referred for fuller examination.

We ask parents to check their children's hair weekly for possible **head lice infection** and if they have had to treat a child's hair, to tell the school. The best advice is to regularly comb, not brush your child's hair. This action alone will discourage possible infestation as combing causes damage to lice which prevents them from remaining on the hair. Kelso Health Centre has a supply of the appropriate treatment and this should be available on prescription for your child. The Health Board ask that any queries/concerns be passed to them through the School Nurse, at Kelso Health Centre. Contact: (01573) 223001

If you suspect your child may have a **speech and language** difficulty, the Kelso Area Speech Therapists visit the school regularly to work with children. Speech concerns at any stage will be passed on and, before referring a child, we would seek your consent and agreement. P1 entrants are not automatically screened. Instead the Speech Therapist works closely with P1 teachers who will forward any concerns and the therapist will follow up in school any cases already identified from pre-school.

School Dental services pay regular visit to the school and offer advice and basic treatments on oral hygiene, i.e. fluoride varnish. The dental nurse can be contacted at Kelso Health Centre.

Any minor accidents which occur in school are tended by the **school first aider** while more serious incidents are treated at the Health Centre or Borders General Hospital. In these latter cases, parents would normally be contacted as soon as possible and it is for this reason we require emergency contact addresses, telephone numbers, parents' work address/telephone etc., which we ask you to keep up to date. Our School Assistant and one of our ANAs have been trained in First Aid.

## **9.11 No Smoking**

No smoking is the rule within the school grounds within the working hours of the school day/evening. Thank you to all who help us adhere to this rule.

## **9.12 Mobile Phones**

Whilst we appreciate parental concern for their children's safety, mobile phones are not allowed in class. If it is necessary for your child to bring one to school it must be handed to the class teacher **clearly named**. The phones will then be locked away in the classroom for safe keeping and handed out again at 3.30 pm. School cannot take any responsibility for mobile phones and therefore we would ask that your child only brings one to school when it is specifically required for an after-school situation.

**Mobile phones are not allowed on trips or residential outings.**