

Edenside Primary School and ELC

INFORMATION FOR FAMILIES

2026-2027 updated October 2026



Dear Parent / Carer,

Welcome to Edenside Primary School.

For those of you moving on from Edenside Early Learning & Childcare (ELC), we look forward to continuing our partnership with you; for those new to Edenside we trust this will be the beginning of a long and happy relationship with us.

Starting school is an exciting, if sometimes scary time, for parents as well as children. I hope this information booklet answers a lot of your questions. If, after reading it (or at any other time), there is anything you are unsure about, please phone or call in to see us. We will be delighted to see or hear from you.

We hope we will develop a positive partnership with parents and we appreciate your support and participation as we work together to ensure the very best for your child's education. Together we can ensure that your child's school life is happy, interesting and promotes a real sense of personal achievement.

We are a caring school with a dedicated staff team committed to providing an education for our pupils which is of the highest quality.

Mrs Karen Dixon

Head Teacher

The information contained in this guide should help you answer the following questions:

What makes Edenside a special place to learn?

- Our building blocks of success
- Our school improvement priorities

What are the key details about the school?

- Contact details
- School hours
- School staff

What might be involved in a normal school day?

- Breakfast club
- School uniform
- Snack time
- Lunches
- After-school clubs

What do the children learn?

- Our curriculum rationale
- The 'totality' of the curriculum
- The 8 curricular areas
- The Edenside Offer
- Edenside Learners

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- Getting it right for every child
- Support for Learning

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- Ready, Respectful, Safe - our responsibilites
- Child Protection
- Staff training
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- Risk assessments
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What do we do to support the move from one stage of learning to the next?

- Starting school or nursery
- Moving classes
- Leaving Primary 7

How do we support the learning of everyone, not just the children?

How do we work with other groups and agencies?

Where can I find further information?

What makes Edenside a special place to learn?

We are Edenside!

Our guiding principles

The United Nations Convention on the Rights on the Child (UNCRC)

Our purpose

To equip our children with the '4 capacities'

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Our imperative

'Get it right for every child'

- Safe
- Healthy
- Achieve
- Nurtured
- Active
- Respected
- Responsible
- Included

Our vision

"Be the best you can be"

Our values

Learning

Laughter

Love

Our aims

To provide high quaility teaching and learning

To celebrate children's achievements in our school and community

To be a nurturing school underpinned by the 6 principles of nurture

Our responsibilities

Be ready

Be respectful

Be safe

Our curriculum

We will deliver a curriculum that is...

- Coherent
- Compassionate
- Creative
- Cultural
- Credible

What's our purpose?

The purpose of schooling, of education, has been set out very clearly in the United Nations Convention on the Rights of the Child (UNCRC). Article 29 states: "Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people."

The Scottish Curriculum for Excellence sets out the ultimate purpose of Scottish education to be equipping learners with the '4 capacities':

- Successful Learners – equipped with the knowledge, understanding and skills to enable them to thrive with us and then at High School
- Confident Individuals – with high levels of self-esteem and self-worth, motivated to learn and assured to enough to question 'why'
- Effective Contributors – with the skills to work collegiately and collectively with others and to recognise the power of their 'voice'
- Responsible Citizens – with an understanding of their responsibility to care for and improve the space that they live in.

These 4 capacities sit alongside the 'Wellbeing Indicators' which support children and young people to grow up feeling loved, safe and respected and so realise their full potential. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible, included.

What does that look like in Edenside?

Our school vision, "be the best you can be", is simple and it guides everything about our school. We aspire to excellence in our actions and our attitudes, and this aspiration is underpinned by our core values: learning, laughter and love.

Education is about life chances, about providing knowledge, understanding and skills to succeed. Our families at Edenside have opportunities to be part of their children's learning journey. Our pupil's voices are listened to and influence decisions we make in our school. In and out of the classrooms, our pupils, staff and parents are given opportunities to flourish and grow as individuals. We value learning.

When you walk around our school and playground, you see children enjoying their learning and their play. They enjoy being here with their friends and with the adults that support them. You will also see the adults smiling. Our staff enjoy coming to work here – it is a good place to work. We value laughter.

At times, there have been and will always be issues and concerns that dampen our spirits or challenge our thinking. There are events in our personal lives that make school life seem unimportant. When these things happen, you will see compassion and care as pupils show patience towards a peer, as staff go the extra mile to get it right for a child or as the team rallies to look after a colleague. We value love.

So what does this mean?

As a community (pupils, staff, families, visitors) we all want the best for our children - we want them to be their best. Our values of learning, laughter and love are central to achieving this vision. Our three school aims link to our values: to provide high quality teaching and learning; to celebrate children's achievement in our school and community; to be a nurturing school underpinned by the 6 principles of nurture. These three statements define what we want for our pupils (and for ourselves).

Through following a nurturing approach, we aim to give the children the social and emotional skills to do well at school, to build positive relationships and to develop coping skills for life. The 6 principles of nurture support our understanding of this. They are:

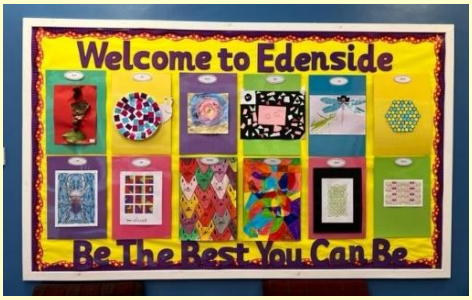
- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children's lives

A vision, core values and intended aims only go so far. We also need greater clarity about what that 'looks like' around our school and in our classrooms. We need visible consistency from everyone, all the time, and our 3 'responsibilities' support this; we are all, always 'Ready, Respectful and Safe'. These three words capture every action and attitude that we expect to see in our school. To be ready means to be organised, to be tidy and to be prepared for learning. To be respectful means to speak kindly, to listen attentively and to show empathy. To be safe means to play gently, to walk considerately and to consider others. Every desired action and attitude is captured in these words.

When we decide what we want our children to learn, we have adopted 'The 5 Cs' that we believe help guide our decisions about what the Edenside curriculum could and should look like. The 5 Cs are: coherence, compassion, creativity, culture and credibility. When deciding on learning opportunities, programmes of work or extra-curricular activities, we can use these five principles to guide our decisions. Does the learning fit with other learning? Does the learning foster care and wellbeing? Does the learning allow for imagination and investigation? Does the learning develop cultural awareness? Is the learning rich in content and substance?

How does this help?

For any organisation to be successful, it is really important to be clear about its purpose and mission - such clarity provides a 'compass' for moving forward. By clarifying what it means to 'be Edenside', we are enabling ourselves to be successful, to achieve what we set out to achieve – to be the best we can be.



What are we doing to make our school 'the best it can be'?

The main achievements of our school over the last 12 months can be found in our "School Improvement Report". You can obtain a copy from our school office or click on the following link School Improvement Report

In summary, our key successes over the last school year were:

- ELC and School staff have engaged with #SBCWay Numeracy and Maths approaches through significant professional learning throughout the year. Teachers are using the #SBCWay Numeracy and Maths progression to support their planning, which is ensuring a good foundation and progression for children, including ELC.
- All Early and First level staff have started to develop our school Play strategy. We have re-introduced loose parts play sessions for P1 to P7, focussing on meta-skills.
- An achievement tracker has been agreed and in place for ELC to P7. We have agreed when we will collect this data and analysed, so we can improve the equity of experiences for our children.
- Our Edenside grows together project has involved many growing opportunities for all our children as well as some targeted support for individuals. ELC and all classes have had opportunities to grow something and sell at our recent plant sale. The proceeds will become the 'seed' money for the next growing projects.
- In September 2024, we were awarded a Nurturing Schools UK Award. This is due to the training and changes we have made in our school over the previous 2 years. During this year all our staff have had training about dyslexia and the strategies we can use to support our learners. We have also engaged in training about demand avoidance and using solution circles to support professional dialogue around a challenging situation to help us navigate a positive way forward.
- ELC practitioners have engaged in a practitioner enquiry focusing on promoting and developing vocabulary with a literacy and numeracy focus. Children have benefitted from short, high quality intentionally focussed daily inputs in key worker groups in literacy and numeracy.

Areas for improvement 2026-27

	Improve / New ⇩ *Think key priority* *Action plans needed for these*	**Consolidating / Continue** ⇩ *Think 'embed, expand'* *Building on previous activity*	**Explore / Understand** ⇩ *Think 'questions, wicked issues'* *May be key priorities next session*
Learning, teaching, assessment	• Within the creativity / Play focus, develop tracking of meta skills throughout the school	• Ensuring good practices of differentiation in our teaching approaches • Assessment data used to prioritise support and challenge to maximise attainment and achievement	• Evaluate impact of current moderation approaches. What supports? Impacts our children?
Inclusive practices	• Review the 'be the best you can be' policy, in light of recent and current documentation and guidance from Scottish Government.	• Continue use of fix-it folders, reviewing their use within reviewed policy. • Use of Solution Circles to focus on supporting our children	• How do we balance and manage neuroafirming environments with highly disruptive and dysregulated behaviour?
Curriculum	• Writing – engage with National Improving Writing Programme (P1-7) • Mark Making focus within early literacy approaches (ELC)	• Embed reading approaches as we expand our new reading scheme. • Continue to focus on reading for enjoyment	• CIC to be planned and support staff to embrace new opportunities it may bring

	• Creativity – focus on creativity within the curriculum, including a play strategy for the school.		
Early Learning & Childcare	• Writing – mark making focus within early literacy work • Creativity and play, a whole school approach – developing meta skills and the tracking of these. • Focus on values which will inform review of 'Be the best you can be policy' • Engage regularly with new Quality Improvement Framework to build up an understanding of the quality of the setting.	• Embed the early literacy and numeracy approaches developed over the last 2 years with key worker groups • Embed expectations in writing high quality observations	
Team Around the Cluster	• Hub for Kelso – event for cluster • Workshop offer for families	• Use adapted CAG focus to maximise impact	

Ongoing Improvements 2026-27	
1	Ensure good practices of differentiation and assessment in our teaching approaches
2	Continue to use fix-it folders and solution circles to support our children
3	Embed reading approaches as we expand our new reading scheme
4	Embed the early literacy and numeracy approaches developed over the last 2 years in ELC
5	Embed expectations in writing high quality observations in ELC

What are the key details about the school?

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 5th November 1970.

We currently have 225 children in our Primary 1 to 7 classes and 45 children attending our nursery.

Contact details

Edenside Primary School, Inch Road, Kelso, TD5 7JP
Phone the office on 01835 826533
Email the office at edensideps@scotborders.gov.uk
Visit the school website at Edenside Primary School
Follow us on Facebook – search *Edenside Primary School & Nursery*

School hours

Monday to Thursday

P1 - 7	9.00 – 3.30	Morning break = 15 minutes Lunch = 45 minutes
Nursery	8.50 – 3.20	Doors open at 3.10pm

Friday

P1-7	9.00 – 12.50	Brunch = 50 minutes
Nursery	8.50 – 12.40	There is NO afternoon session on a Friday.

Our school staff



Support Staff

Administrative Assistant	Mrs Gayle Clark
Clerical Assistant	Mrs Gillian Townsend
	Mrs Moira Hill
	Mrs Julie Johnstone
Pupil Support	Mrs Dorothy Mitchell
	Miss Russet Turnbull
	Mrs Sonja Learmonth
	Mrs Shona Goodfellow
	Mrs Sheila Thomson
	Mrs Laura Blackburn

Nursery Staff

Early Years Officer	Ms Lynsey McHarg
	Mrs Nicola Moir
	Mrs Jill Armstrong
	Mrs Amanda Feeney
Early Years Practitioners	Miss Lauren Gillie
	Miss Katie Watson
	Mrs Rebecca Pearson
	Miss Bethany Smail
	Mrs Jennifer Patterson
	Ms Rebekah Sherratt

Class teachers

P1	Mrs Gillian White & Mrs Ashley Lockie (Tuesday)
P1/2	Miss Louise Cowan
P2/3	Miss Janice Pennington
P3/4	Mrs Daisy Hall (Mon-Wed) & Mrs Ashley Lockie (Thurs-Fri)
P4/5	Miss Lara Patterson
P5	Mr John Wood
P6	Miss Morven Davidson
P6/7	Mrs Rowan Moutter
P7	Mrs Laura Cook (Mon/Tues) & Mrs Heather Blackie (Wed-Fri)

Support for Learning	Ms Frances McTeir
PE Teacher	Mr Andy Sutton

Senior Leadership Team

Head Teacher	Mrs Karen Dixon
Depute Head Teacher	Mrs Susie Bryce

Catering team

Cook-in-charge	Miss Jane Fairley
Catering assistants	Miss Becky Feller
	Mrs Sarah Reid
	Miss Nicola Hogarth

Facilities team

Janitor	Mr Darrell Hastie
Cleaners	Mrs Julie Morrison
	Miss Jade Gray

Together Everyone Achieves More

What might be involved in a normal school day?

Breakfast club

We operate a very successful ‘Ready to Learn’ breakfast club that provides children with a healthy breakfast and time with friends. The club runs from 8 – 8.45am every week day and costs £2 per child per day, which can be paid through ParentPay (see the School Dinners section below for further information about ParentPay). For more information about Breakfast Club, just contact the school office. No pre-booking required.

School uniform







Wearing uniform is a practice the school encourages, and we seek the support of parents in this matter. Our uniform consists of a red sweatshirt/cardigan bearing the school badge or a plain red sweatshirt/cardigan, (navy for Primary 7 pupils) white shirt or polo shirt, black trousers or skirts and black shoes or trainers.

T-Shirts and polo Shirts for PE are available from the school's sweatshirt supplier, and an order can be placed at any time online from our suppliers. We do hold some sweatshirts etc. in stock and these can be purchased from the school office.

PE kit should consist of a plain white t-shirt (school badge optional) and black shorts / joggers / leggings with trainers.

Please note, we discourage any jeans and unsuitable footwear and the wearing of football/rugby team colours.

We do ask that all articles of clothing and footwear are labelled with the child’s name in indelible ink, not just initials.

Snack time



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. A HEALTHY morning snack is encouraged and children eat this during their morning break. We are a nut free school so please don't send anything containing nuts or nut products such as Nutella.

It is a proven fact that WATER activates the brain and improves concentration. For this reason the pupils are encouraged to bring a filled water bottle to school which they can access throughout the day.

School dinners

Children are welcome to have a school lunch or bring a packed lunch from home.

School meals are provided by the catering department of Scottish Borders Council. The school has its own kitchen with a cook-in-charge. 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.

Scottish Borders Council use a 'cashless catering' system across all schools. This means that school lunches are 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) and all lunches should be ordered in advance through this system. Please contact the school office for further details.

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. We strongly recommend all those families eligible to apply to make an application as this can give access to other government support.

Please note that all P1-5 pupils will be offered a free school meal in line with the Scottish Government initiative.

The cost of a school lunch for P6 and P7 is currently £3.20.

After-school clubs

Pupils at various stages of the school are offered chances to attend extra-curricular activities before or after the school day. Some are run by class teachers, some by parent volunteers and others by visiting organisations.

Extra-curricular activities may include:

Rugby	Dance	Badminton	Netball
Glee Club	Athletics	Tennis	Basketball
Hockey	Football	Gardening	Running

What if my child won't be in school?

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 9.00am 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 there is 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.

At Edenside, we recognise the importance of attendance and the direct link this makes to having positive outcomes for our children. We strongly encourage all children to attend school as much as possible and to be on time to school each day. For further information about attendance, our policy can be found here. This is in alignment with the Scottish Borders Council policy on attendance SBC attendance policy.

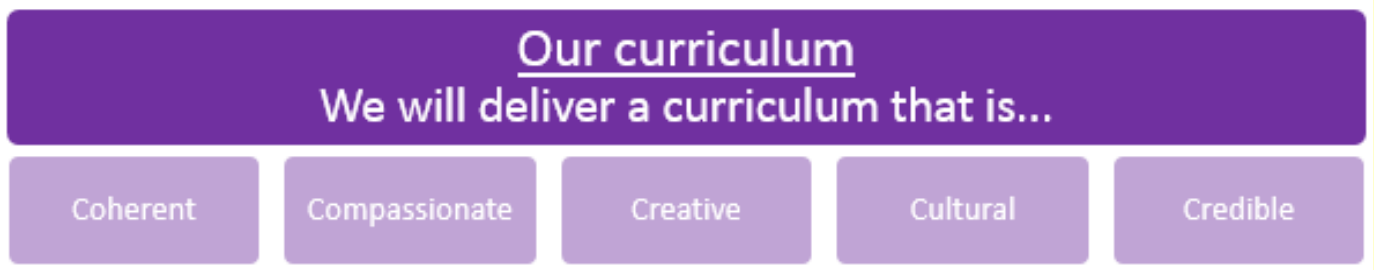
Parents/guardians/carers should ensure that the school always has current and up to date contact details, including nominated emergency contacts.

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





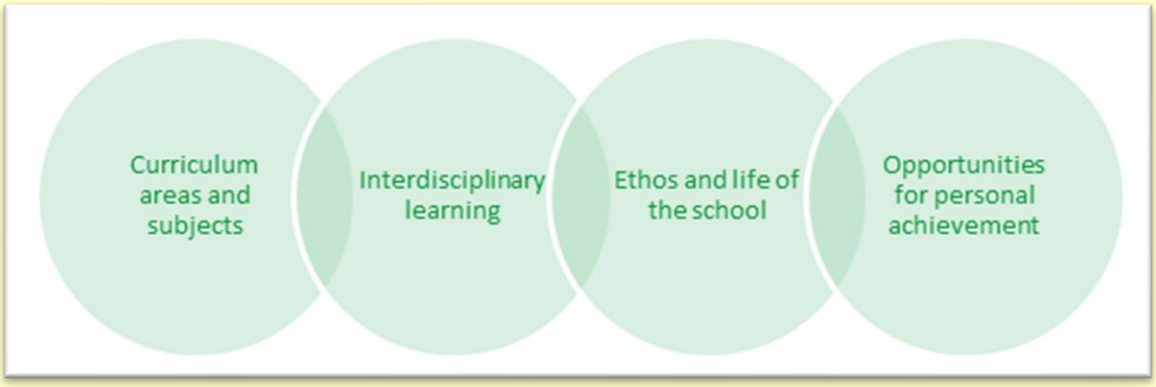

What do our children learn?



At Edenside Primary school, we want to deliver a curriculum that is:

- ✓ Coherent – 'joined up', providing a meaningful pathway through learning
- ✓ Compassionate – through a nurturing approach, providing and modelling care and concern for others and self
- ✓ Creative – allowing pupils to explore their learning in new, interesting, individual ways
- ✓ Cultural – utilising our local environment and opportunities to enrich learning
- ✓ Credible – ensuring knowledge, understanding and skills are taught explicitly and progressively

The curriculum is the 'totality' of every learning opportunity



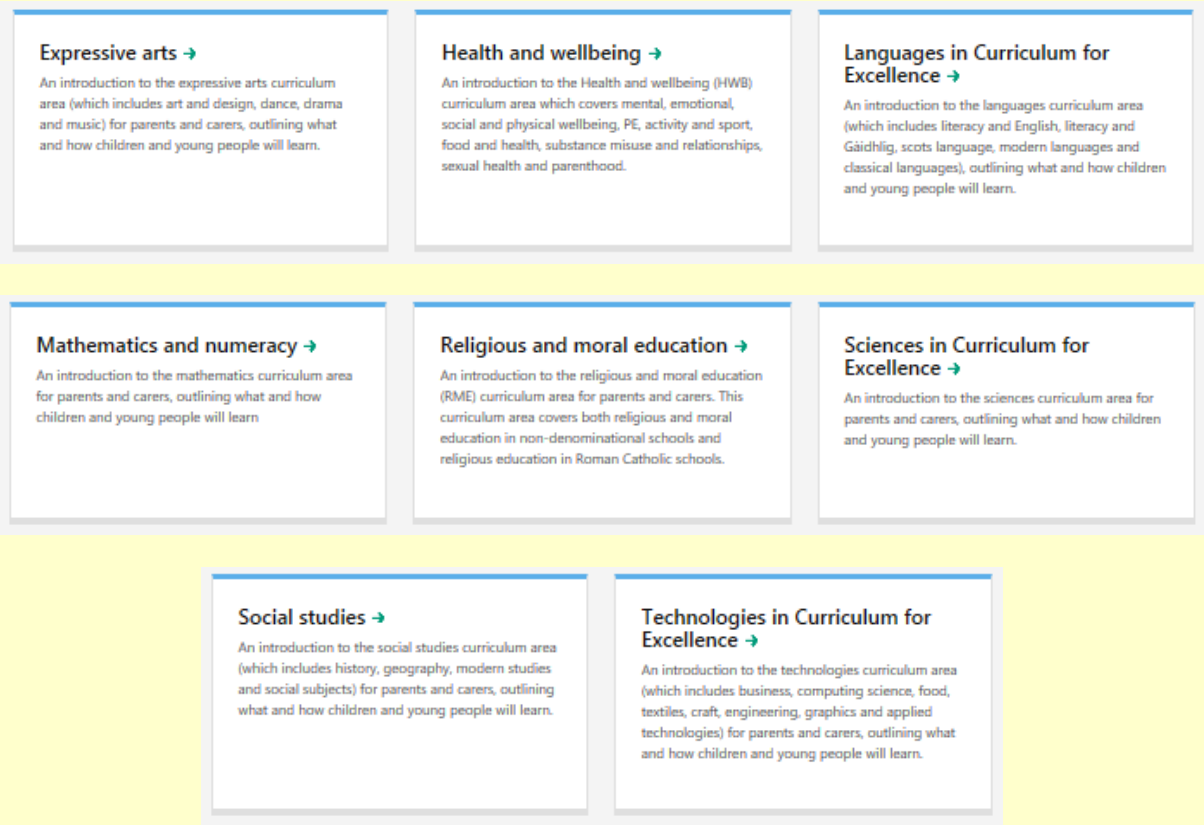
Curriculum areas and subjects: The curriculum areas are the organisers for setting out the experiences and outcomes. The 8 curriculum areas ensure our children learn across a broad range of subjects and develop a depth of knowledge and understanding.

Interdisciplinary learning: The curriculum should include space for learning beyond and across subject boundaries. This is sometimes referred to as the class topic or 'theme for learning'. Our current interdisciplinary learning programme is helping our children develop an understanding of many of the 'big issues' that they are and will be faced with as they take their place in our modern world.

Ethos and life of the school: The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. This is captured in our school motto 'be the best you can be' and our values of learning, laughter and love.

Opportunities for personal achievement: Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. We actively look for opportunities for our children to learn in interesting ways and to provide opportunities for them to achieve real success.

The 8 curriculum areas



A really helpful guide to all of the above is provided on the Parentzone Scotland website. Simply visit https://education.gov.scot/parentzone/learning-in-scotland/curriculum-areas to find out more.

Here at Edenside, we follow a variety of programmes to ensure we provide the broad, general education that all children are entitled to:

Expressive Arts	Our MAD programme (Music, Art & Drama) to ensure our children enjoy a broad range of creative opportunities.
Health and Wellbeing	A variety of resources used to support our learners supported by #SBC Way Physical Education (PE) with specialist teacher
Languages	Literacy – Essential Letters & Sounds supported by #SBC Way throughout the school French – East Lothian programme
Mathematics and numeracy	SEAL and Edenside programme supported by #SBC Way
Religious and moral education	Edenside programme *
Sciences Technologies	We've introduced our new STEM programme (Science, Technology, Engineering & Maths) to ensure the key scientific learning is covered, in line with the Cheviot Cluster Science programme.
Social Studies	We are developing our Social Studies programme this year to ensure more creativity, personalisation and choice.

* We respect the wishes of all our parents and if you prefer that your child does not participate in Religious and Moral Education, please inform the school. As far as is practicable we will provide alternative arrangements for your child.

The Edenside Offer

As a school, we believe that over and above the core curriculum, there are certain experiences and opportunities that every child should enjoy and benefit from. Because of this, we have created our 'Edenside Offer' which sets out what we will aim to deliver for every Edenside pupil.

'The Offer' says that every child will have the opportunity to…

Develop a *Love of Literature*	Learn to swim to 'Swim Passport' level	Go on an outward bounds adventure	Learn to speak basic conversational French
Develop a *Maths Mindset*	Learn to ride a bike safely and confidently	Perform on stage	Create a portfolio of their wider learning and achievements
Think creatively and imaginatively	Learn outdoors in a woodland environment	Experience the joy of watching a live performance	And…

We believe that this, built on a solid foundation of high-quality learning in Literacy, Mathematics and Health & Wellbeing, will enable our children to 'be the best they can be'.



Our Edenside Learners

We want our children to be the best learners they can be. With help and encouragement, they can do it! That's why we've developed the 'Edenside Learners' programme that helps our children develop the attitudes and mind-set needed to be successful learners.









How do parents and carers find out about children's learning?

We believe that reporting on learning and progress is an ongoing conversation with parents and carers, which includes sharing curriculum overviews, written reports, consultation appointments, online communications and ad hoc meetings.

Curriculum overviews (August, October, January, April)

As part of our planning arrangements, class teachers produce a termly curriculum overview that sets out the broad learning that each class will explore over the coming weeks. Sharing this information with parents and carers is an important part of understanding the 'learning journey'. Of particular importance is the 'how we can work together' section of each overview that details home-learning tasks and activities.

Consultation appointments (November, March and June)

The two face-to-face consultation appointments provide a formal opportunity for parents to speak to class teachers about their child's learning. The meetings are focused on core learning and allow for discussions about children's strengths and their next steps in learning.

End of Block (October, January and April) and End of session reports (June)

The information contained within each end of block evaluation is an opportunity to hear what children have been learning about and what their next steps going forward are. These are shared in your child's portfolio on the Showbie App. You will need a code from school to see your child's work in Showbie.

It is our intention that, through sharing this information, parents and carers will have insight into what their child is doing well and what they need to focus on to improve.

Online communications (Continuous)

- School website – this is used to host the core information about the school.
- Showbie – this is used to share daily insights into school life, including examples of children's work, group projects or special events. This is primarily aimed at families.
- Facebook – this is also used to share daily insights and is aimed at families and the wider community.

Ad hoc meetings (As required)

We have an 'open door policy' here at Edenside and strongly encourage parents and carers to get in touch with any questions or queries related to a child's learning. The school email address is an easy option or just pop into the school office.

How do we ensure the needs of every child are met?

Getting It Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right. Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

Further information is available with the appendix to this handbook.



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 the school leadership team and learning support staff.

At Edenside, our Support for Learning 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 hold regular consultations between class teachers, leadership team 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.

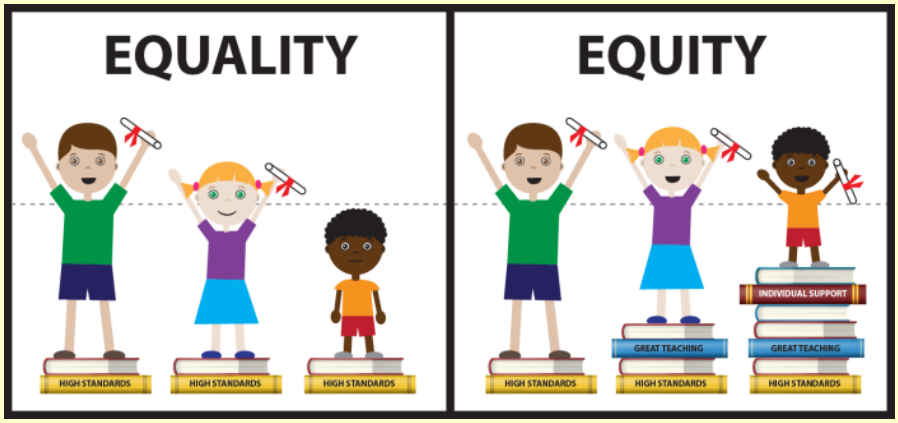
For a small group of pupils, Pupil Support Assistants (PSAs) are in place to support their needs under the direction and supervision of the class teacher and the Support for Learning Teacher.

The school can call on the expertise of an inclusion and wellbeing teacher for those pupils with significant emotional difficulties.

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

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 further information, please refer to the Additional Support Needs section of the Scottish Borders Council website at www.scotborders.gov.uk



How do we ensure children are safe and well?

The wellbeing and safety of our children (and adults) is an absolute priority in our school. In fact, it is one of our 3 responsibilities – 'be safe'.

There are numerous supports, protocols and procedures in place to ensure that children are able to enjoy a positive learning experience within a safe environment. These include child protection procedures, staff training, site security, playground supervision, risk assessments, first aid provision and safety drills. Combined, these different aspects ensure our children and adults can 'be the best they can be'.

Ready, Respectful, Safe – our responsibilities



We want visible consistency from everyone, all the time and our 3 'responsibilities' support this; we are all, always 'Ready, Respectful and Safe'. These three words capture every action and attitude that we expect to see in our school. To be ready means to be organised, to be tidy, to be prepared for learning. To be respectful means to speak kindly, to listen attentively, to show empathy. To be safe means to play gently, to walk considerately. Every desired action and attitude is captured in these words.

In addition to this, we have our Respectful Relationships and Anti-Bullying statement as well as adhering to SBC's 'Respectful Relationships' policy, a copy of which is available from the council website at SBC Respectful Relationships Policy

Respect is a fundamental responsibility and is central to how we expect every child and adult to conduct themselves. The relationships within our school are based on mutual respect for one another. We will not tolerate any behaviour(s) that might be construed as bullying behaviours and that may well be associated with age, disability, gender (sex), race, national or ethnic origin, religion or belief, or sexual orientation.

Any disrespectful or unsafe behaviours are dealt with firmly and consistently. Where necessary a behaviour support plan will be agreed with the adults working with an individual. Referral for support from the inclusion and wellbeing team may be made.

Child Protection Procedures

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) or 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 you, as a parent or carer, have any concerns regarding the wellbeing or safety of any pupil, please inform the Child Protection and Looked After Children Co-ordinator, Mrs Karen Dixon (Headteacher). In her absence, please report to Mrs Susie Bryce (Depute Headteacher). Equally, if for some reason you are unable to pass any concerns onto school staff, the Scottish Borders Council Child Protection Team can be contacted by calling 01896 662 787 (during office hours) or 01896 752111 (out of office hours).

As part of our Child Protection procedures, we are part of the PVG disclosure scheme that carries out 'checks' on all adults that work in our school. This includes employed staff and regular volunteers.

Staff training

All school staff receive regular training that covers a variety of issues including fire safety, child protection awareness, information handling and 'PREVENT' (the national programme).

Site security

Quarterly site walks are carried out by the Headteacher and janitor to ensure the school grounds are safe and secure. As necessary, small works are completed to remedy any issues or Scottish Borders Council are informed of any significant works. All staff (and children) are encouraged to report any concerns or issues. Any building concerns between and during these walks are reported to SBC Property Helpdesk to be addressed.

Playground supervision

Edenside has extensive playgrounds around the school. This includes the grassy area with climbing equipment for P1 and P2 pupils and the field for the older pupils. Supervisors at both morning playtime and lunchtime are out in all playgrounds.

Please note there is playground supervision before school from 8.45 am but not before.



Risk assessments

We believe that our pupils will only ‘be the best that they can be’ if, at times, they face challenging situations. Sometimes, these situations may involve benefits that outweigh the associated risks. For this reason, in our school we are developing an approach to ‘Risk Assessment and Benefits Analysis’.



All members of staff owe a duty of care to our pupils and should report any health and safety concerns to the school leadership team immediately.

For Excursions, class teachers ensure relevant risk assessments are in place before finalising trip arrangements.

First Aid provision

All adults owe a duty of care to the children of our school. This means that, in the event of an accident, all adults are responsible for ensuring any child is appropriately cared for.

In order to carry out their duties effectively, we have trained first aid personnel who have specific duties and responsibilities.

Some children may have specific medical needs and we work with families and, if required, the school nurse team, to ensure every child is cared for appropriately.

Safety drills

Emergency procedures are managed in line with our Business Continuity Plan and these include a fire evacuation plan. The children have termly drills for fire evacuation to ensure they are aware of the systems in place.

What do we do to support the move from one stage of learning to the next?

A child's formal schooling begins when they start Primary 1, although for many children nursery has been a regular part of their daily life. Starting school or nursery is an exciting but sometimes daunting time so it is important that children and families are supported through this process. Once their school journey has started, there are other important times of change, of 'transition', that we support our children through, including moving up to their new class each summer and, for Primary 7s, moving on to High School.

Starting nursery

In readiness for starting nursery, parents and carers are provided with a handbook and an 'All about me' page. If a child is starting in August, we hold a welcome evening during which staff talk about the nursery and families can explore the setting.

If a child joins our nursery at any other time, families are invited for a visit. We also encourage 'stay and play' sessions in the run up to starting nursery full-time. A copy of our nursery handbook can be found here.

Starting Primary 1

As the Early Learning and Childcare Centre (nursery) is located within our school, the children are invited to school for assemblies and other events throughout the year. We plan transition days in the summer term in preparation for their new school year. Our nursery staff provide comprehensive information to our Primary 1 teachers about all children, thus ensuring their ongoing needs are met.

Parents and carers are invited to information evenings; one before the summer holidays and another at the start of the school term. Both of these events provide important information about starting school and how to support your child at school.

We also have strong links with other Early Learning and Childcare Centres including Castlegate Nursery.

A copy of the 'Welcome to P1' handbook can be found here.

Moving through the years

Towards the end of each school year, new classes for the following year are arranged, as per the Scottish Borders Council 'class composition' policy. Class composition can change from year to year depending on the school roll, allocated teacher numbers and permitted class size.

Once new classes are arranged, children and families will be informed about new classes. This is then followed by a 'move up session' where all children get to spend time with their new teacher and classmates in their new classroom.

To support this transition, class teachers prepare and share 'handover' documents that contain all the important information about each child to ensure their needs continue to be met year on year.

Leaving Primary 7 to start High School



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

In mid-June, P7 pupils have a three-day visit to Kelso High School where they follow an S1 timetable and get to meet potential new classmates and new teachers. Prior to the end of term, staff from Kelso High School visit Edenside Primary School to tell pupils about transition to secondary education.

For some P7 pupils, for whom it is appropriate, there is an extended transition programme which involves additional transition meetings with parents, high school staff, Edenside staff and, if necessary, other agencies. 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 transition.

Click below to access the parents section of the Kelso High School website.

Parent Section – Kelso High School



How do we support the learning of everyone, not just the children?

As a school we believe that children learn best when those around them can provide the right help and support. That's why we are always looking for ways to work with families to ensure every child can 'be the best they can be'. We have a number of 'family engagement' activities in place including:

Parent Council

The aims of the Parent Council are to:

- To work in partnership with the school to create a welcoming school, which is inclusive for all parents and families of Edenside.
- To promote and develop parent participation in the teaching and learning of the children in the school.
- To identify and represent the views of parents and families on the education provided by the school and other matters affecting the education and welfare of pupils.
- To raise funds for the benefit of the children currently in school.

Chairperson: - Miss Russet Turnbull Co-Chair:- Ana Garcia
Vice Chairperson: - Mrs Louise Smail
Treasurer: - Mrs Laura Weir
Secretary: - Miss Natalie Dickson

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. A new parent council email address will be available soon. Alternatively the Parent Council can be contacted through the main school email address or through their Facebook page – Edenside Primary & Nursery Parent Page

Parent Volunteers

We actively seek out and encourage parents and carers to be part of our daily school life. We are incredibly fortunate to have a team of willing volunteers who come into school on a regular basis to help in classes and on school outings. We also welcome the support of parents who have skills to offer to assist in the provision of quality experiences in school.

If this would interest you, please contact the school office.

Learning workshops

There are 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. These include the 'Starting P1' session, P7 residential information evening or family workshop events.

Raising Children with Confidence

As part of our 'Growing in Confidence' wellbeing programme, we run regular sessions for parents to support a developing understanding of child development and strategies to help your children grow as confident, resilient individuals. Information will be shared via normal channels.

How do we work with other groups and agencies?

Part of our curriculum rationale is that our children enjoy a curriculum that is ‘cultural’. By this we mean a curriculum that helps them understand their local culture as well as other cultures. Working with other groups and organisations is vital to achieve this, either through inviting visitors into classes or arranging excursions to local places of interest.



The school fosters strong community links with a number of groups including;

Active Sports (Live Borders)	Local businesses	Kelso Swimming Pool
Kelso Rotary Club	Kelso Civic Week Committee	Kelso Music society
Scottish SPCA	Kelso Historic society	Charity Begins at Home
Farm to Fork	Kelso High School	Other local primary schools
Kelso Rugby Club	Kelso Hockey Club	Meeting of Minds

We also rely on local agencies to provide specialist advice and support including NHS staff, our local Community Police officer, Social Work staff, SBC Headquarters staff, Meeting of Minds, Action for Children and Children First, to name but a few.

We believe in the importance of working together!

Where can I find further information?

The easiest way to find out more information is to get in touch with us at school. We're always happy to help.

For additional information about our wonderful nursery, please ask for our nursery handbook.

Alternatively, there is a variety of additional information available on:

- 🌐 the school website www.edenside.scotborders.sch.uk
- 🌐 the Scottish Borders Council website www.scotborders.gov.uk

For further information about national and local matters, see the appendix to this handbook which contains details about:

- 🕮 Applying for a school place
- 🕮 Compliments & Complaints procedures
- 🕮 Council's implementation of British Sign Language Plan
- 🕮 Data Protection
- 🕮 Educational Psychology Service
- 🕮 Employment of children
- 🕮 Education Statistics Privacy Notice (GDPR)
- 🕮 Getting It Right for Every Child
- 🕮 Keeping our child and young people safe in the Scottish Borders
- 🕮 Road safety
- 🕮 School Medical, Dental & Welfare Services
- 🕮 Transport
- 🕮 Young Carers
- 🕮 Helping your child learn, grow and play
- 🕮 Fit4Fun families

Disclaimer

Please note that whilst information provided in this handbook is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time you read it.

Appendix: National and local guidance

Applying for a School Place

If you would like your child to attend a school or nursery please complete enrolment forms online, which can be found on Scottish Borders Council website, schools and learning, apply for a school place. If you are outwith the school catchment area then you must complete a placement request – or you will be asked to reapply. If you wish to visit the school, please contact the school office to arrange this.

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

Compliments & Complaints procedures

If something goes wrong or you are dissatisfied with our services, please tell us and we will do our best to put things right. We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: www.scotborder.gov.uk.

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through your child's teacher or a senior member of staff (the Head teacher or a Depute Headteacher) or indeed any member of staff. You can also make a complaint via the complaints form on the council website www.scotborders.gov.uk.

If we are unable to resolve your complaint, or if you believe your complaint requires formal investigation, you may make your complaint directly to the Education and Lifelong Learning Department at Scottish Borders Council. Again, this may be done in a variety of ways:

- in person at a Scottish Borders Council customer services office
- by phoning Customer Advice and Support Service on 0300 100 1800
- by email to: PeopleComplaint@scotborders.gov.uk
- in writing
- to your local councillor
- via the complaints form on the council website www.scotborders.gov.uk

Council's implementation of British Sign Language Plan

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health and wellbeing; transport; culture and the arts; justice and democracy.

These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit."

The Council will implement measures to promote awareness of BSL and the use of BSL, with the long-term goal being that across Scotland information and services will be accessible to all BSL users*.

Contact Scotland –BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year: https://contactscotland-bsl.org/

If a BSL user requests a face-to-face meeting then the school is required to provide a face to face interpreter.

*Whenever we refer to 'BSL users' we mean D/deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first of preferred language is British Sign Language

Data Protection

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: dataprotection@scotborders.gov.uk, or by telephone – 0300 100 1800.

Why we need your information

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term "young person" applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

- The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- The Standard in Scotland's Schools Act 2000
- Education (Scotland) Act 2016

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

Who we will share information with

We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.

- The Scottish Government for examination, career guidance and monitoring purposes.
- ParentPay to allow the school to offer cashless catering and to receive payment for school trips and events

- Groupcall to allow the school to communicate with you
- The NHS for health monitoring
- PEBS (part of Groupcall) to enable the online arrangement of parents evenings
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child's data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full privacy statement on our website.

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.

Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

How long do we keep your information for?

We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy of your child/ren's educational record up until they reach the age of 25.

Photographs/videos

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc... The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrols at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented.

Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Your Rights

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days.

For more information on your rights please visit our website http://www.scotborders.gov.uk/DPYourRights or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at dataprotection@scotborders.gov.uk or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

You can visit their website for more information https://ico.org.uk/make-a-complaint/

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website:

https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1

Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

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

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

Concerns

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

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, Scottish Exchange of Data (ScotXed)

Scotxed Collections

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link.

http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices

Educational Psychology Service.

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing.

We provide advice and training to school staff on how children learn and advise on ways to help children who require support.

If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported.

If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help.

Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school. Please see www.scotborders.gov.uk/EPS

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the by-laws on the Employment of children. These regulations allow anyone to be employed at 14 years but under certain circumstances children under 13 years of age can be employed, and for those over the age of 13 there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Forms and application forms are available from the school office. Further details can be obtained from HQ Operations, Children & Young People Services, Scottish Borders Council, Newtown St Boswells, TD6 0SA

Further information can be found at:

https://www.scotborders.gov.uk/info/20025/licensing/670/employment_byelaws_for_children_and_young_people/1

Education Statistics Privacy Notice (GDPR)

The Scottish Government and its partners collect and use information about pupils and staff in schools to help to improve education across Scotland.

The Education Statistics Privacy Notice can be found on the Scottish Government Website and is intended to provide information to pupils, teachers and parents about data collected and processed by the Scottish Government including why it is needed, their data policy and individuals' data protection rights.

Getting It Right for Every Child

Getting It Right For Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

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

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions are planned to be fully implemented by August 2017. If you would like any further information please ask your child's Head teacher.

Keeping our child and young people safe in the Scottish Borders

Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.

Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.

All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering or is at risk of abuse.

Our Scottish Borders Child Protection procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.

All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.

Many of our staff undertake additional multi-agency child protection training.

Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.

The Child Protection co-ordinator for the setting is the Headteacher

What to do if you have a child protection concern?

It's everyone's responsibility to protect children.

If you have any concerns that a child is being harmed or is at risk of harm, please call without delay:

- 01896 662787 (Duty Children and Families Social Work Team)
- 01896 752111 (Out of office hours that covers all areas)

Emergency contact

If you consider a child or young person is in immediate danger, call the Police on 999 immediately

Need more information about keeping our children and young people safe?

This link takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website. Child protection | Scottish Borders Council

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.

We also have two Junior Road Safety Officers who are appointed each year to support road safety awareness across the school.

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 person.

School Medical, Dental & Welfare Services

Schools work closely with the NHS School nursing team to support the health and wellbeing of all children. 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.

Transport

Transport for children who require it is arranged by Scottish Borders Council. 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 for insurance purposes.

If space exists on any town service bus children who are in receipt of a 5-22 concession bus travel pass (Under 22s free bus travel scheme) may use this facility.

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 children get on the correct bus.

Pupils who attend a school through parental choice from outside our catchment area are not eligible for free travel.

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.

Young Carers

A young carer is someone who is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. A number of young carers do not always identify themselves or wish to be identified.

Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brothers or sister.

This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attend clubs and after school activities therefore missing out on the social aspects of school.

Within our school we want our young carers to enjoy their time with us and that it is a positive place to come and they feel included. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.