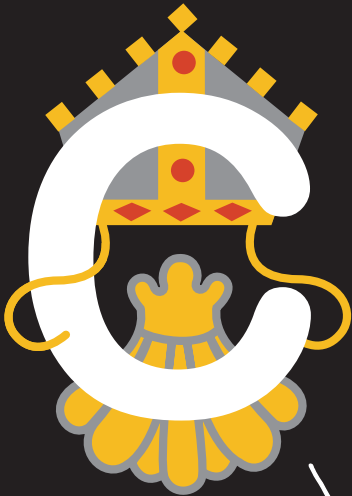


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School
Information
Handbook
2025/26



MELROSE
PRIMARY SCHOOL



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to be the *best* we can be

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MELROSE
PRIMARY SCHOOL



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The coat of arms of Melrose is divided into four quarters. The top-left quarter shows two blue towers with a red and white striped banner between them. The top-right quarter shows a yellow castle with a red fleur-de-lis on its central tower. The bottom-left quarter shows a grey unicorn rampant. The bottom-right quarter shows a grey crown with yellow and red details.

WE

OUR HISTORY

MELROSE Primary School's vision statement 'To be the best we can be' guides and informs the work of the school. Melrose Primary School is a non-denominational school situated in the Scottish Borders serving the town of Melrose, surrounding villages and rural areas. It is part of a Learning Community of eight schools in the Earlston High School catchment area, almost all children from Melrose transfer to Earlston for secondary education.

The school consists of two buildings. The school reception and office, the indoor Early Learning and Childcare setting (ELC) and eight teaching bays/areas, are located in the main building (the new school building). Five classrooms and a general purpose space – the 'Big Space', are located in the Annexe building (the original Grammar School building).

The children are grouped in classes from Primary One (P1) to Primary Seven (P7). There are 12 classes in school with a total roll of approximately 330. Classes are organised in single-year or composite groups. Straight year groups do not exceed 25 pupils in P1, 30 pupils in P2 and P3 and 33 in P4–7. Composite groups do not exceed 25 pupils.

The school Early Learning and Childcare facility (ELC) is both an indoor and outdoor satellite provision, which caters for up to fifty-four 3 and 4 year-old children. The ELC has its own 'Information for Parents' handbook; please ask at school for a copy.

to be the *best* we can be

WELCOME

IN WELCOMING new parents/carers and children to Melrose Primary School, I wish to draw their attention to the school handbook. This handbook is written as a source of reference for all parents/carers, children and anyone with an association with the school.

It gives information on the philosophy that lies behind our work with children, answers questions about the school curriculum and gives details of the day-to-day running of our primary school.

We see it as our role to work together with parents/carers to provide our pupils with the best possible opportunities to enable them to be citizens of the future. We consider it important that parents/carers give their point of view. If there are any matters which you would like to discuss, or if there is anything on which you need further clarification, please do not hesitate to contact the school.



Cathy Innes

Headteacher



“

We believe
that primary
education will give all
children the platform
from which to

fly” ↗

OUR PHILOSOPHY

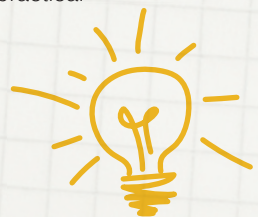
AS PARENTS/CARERS and teachers, our commitment to our children has at its base the provision of a solid, stable, daily life: 'the roots'. We must help our young people to learn to 'fly', giving them the space to become sure of their own capabilities, encouraging them to be aspirational, to aim high and to be ambitious: 'the wings'. This takes time, thought and courage on our part.

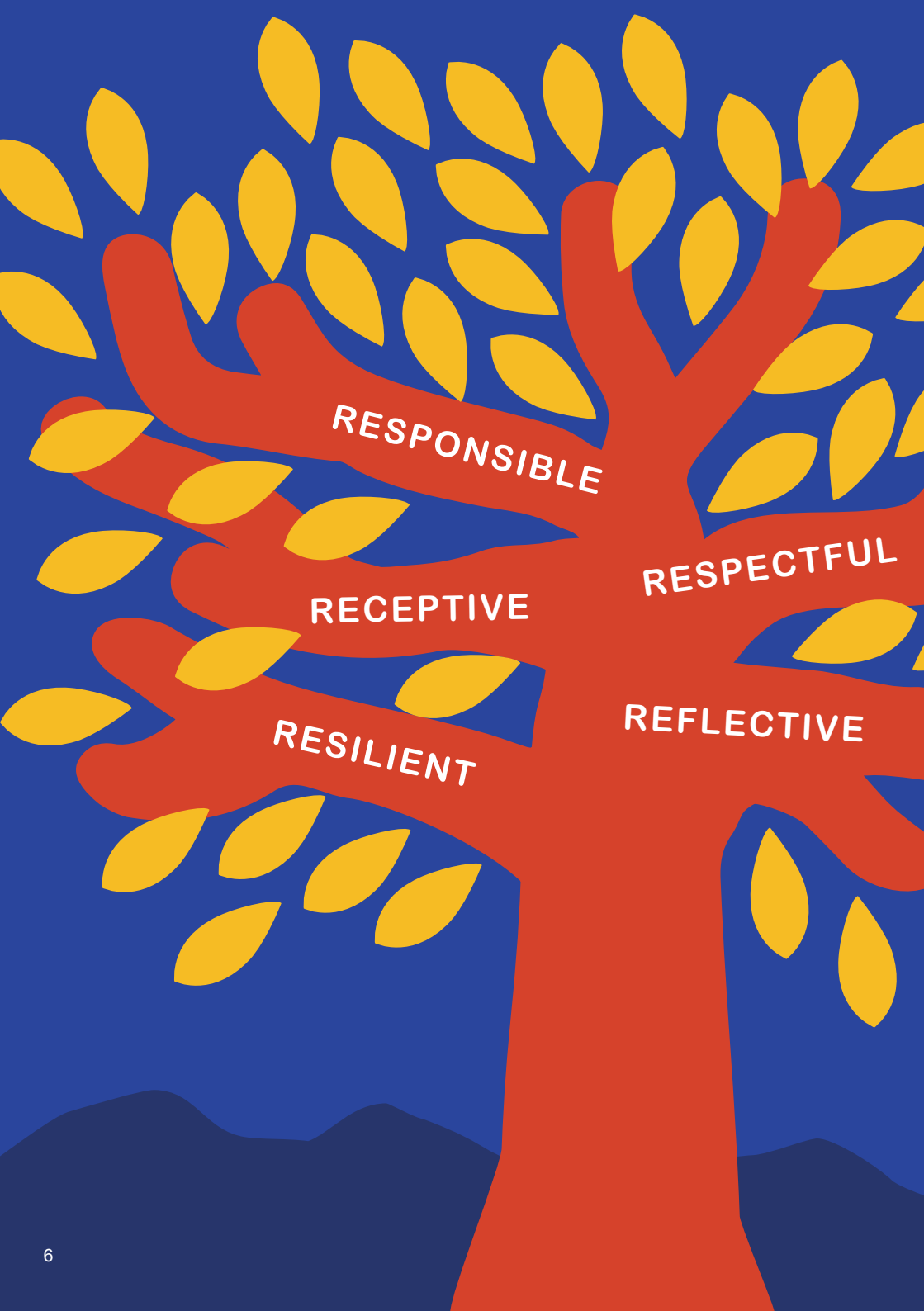
We all want our children to develop respect for themselves and to realise their importance and uniqueness in society, so that they grow into confident members of the communities in which they will live.

In Melrose, we want your child to achieve their full potential by the time of transfer to secondary school. We aim to develop resilience and self-reliance in our children so that they value and respect themselves and others. Teachers give children the appropriate guidance as they work through each stage in their development.

The principles of Curriculum for Excellence are at the heart of our planning and there is an emphasis on breadth, challenge and depth of learning. We recognise the importance of all aspects of a child's development and as children vary greatly in maturity, ability and aptitude, we try to enable them to progress at an appropriate speed. A significant part of our programme covers the teaching of basic skills, which can then be applied in a practical manner to different areas of the curriculum.

We believe that their primary education will give all children the platform from which to 'fly' in their chosen direction.





RESPONSIBLE

RECEPTIVE

RESILIENT

RESPECTFUL

REFLECTIVE

VISION, VALUES & AIMS

Our Vision

At Melrose Primary School, our vision is:

to be the **best** we can be

To achieve our vision we ask that everyone is kind and respectful to themselves, others and property.

Our Aims

This vision is embodied in our school aims.
We aim to:

- Strive for excellence
- Deliver rich & innovative learning experiences
- Deliver skills for life
- Cultivate individual qualities
- Actively engage and collaborate with our learners, families and community



Our Values

Our five values act as guiding principles and standards to achieve the school's aims:

- 1. RESPONSIBLE**
We are dependable. We always try to do the right thing.
- 2. RESPECTFUL**
We show consideration to others. We appreciate everyone's qualities and their contributions.
- 3. RECEPTIVE**
We are open to new ideas. We have a mindset of success.
- 4. REFLECTIVE**
We honestly consider our approach to tasks and actions. We make positive choices and changes.
- 5. RESILIENT**
We bounce back from challenges and see them as learning. We have the self-confidence to achieve our goals.

Learning teaching + assessment in School





CURRICULUM FOR EXCELLENCE

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

Every child is entitled to a broad, general education, whatever their level and ability. It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant, and helps young people apply learning to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. Progress is assessed in a number of ways to ensure that children achieve their potential. We focus on the learning, teaching and assessment of literacy (listening & talking, reading, writing), mathematics and numeracy and health and wellbeing across the curriculum.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. All staff have a responsibility to look after our children's health and wellbeing, to ensure that the school is a place where children feel safe and secure. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

There is constant integration of activities in the day-to-day work of a busy primary school. We recognise the need for our children to be taught 'the basics' in mathematics and language. We still see value in children learning multiplication tables, learning new vocabulary in spelling and the practice of reading on a regular basis. This is reflected in our day-to-day teaching, and we also look at research around learning, teaching and assessment, and put these into practice. We aim to keep parents up to date with changes in the school curriculum through regular and varied communication methods.

the curriculum areas:

- **Languages** - English and Literacy (across learning), Modern Languages
- **Mathematics and Numeracy** (across learning)
- **Health and Wellbeing**
- **Expressive Arts** (Art, Music, Dance, Drama)
- **Religious and Moral Education**
- **Sciences**
- **Social Studies**
- **Technologies**



Languages

English and Literacy

English and Literacy is at the heart of children's learning, and is central to their intellectual, social and emotional development. We place a high priority on developing in children the ability to use Literacy and English skills appropriately to ensure they have a sound basis for their development as lifelong learners, enabling them to reach their full potential.

Listening and Talking

We develop children's listening skills through techniques designed to extend children's capacity to listen and talk purposefully, to share and question ideas and opinions respectfully, and to communicate clearly. Children become confident individuals through interacting effectively with others. We provide opportunities to communicate in a range of contexts, for relevant and real purposes and audiences.

Reading

We have a comprehensive approach to teaching reading which incorporates introduction to a variety of texts, teaching of a range of reading strategies and integrating reading across the curriculum. We have access to high quality reading materials and a school lending library managed by parents to promote reading for enjoyment.

Writing

We aim to develop a high level of skill in writing and a secure understanding of how written language works. Writing in its many forms is an important part of all curricular areas and will be continuously developed and consolidated throughout a child's time at school. At Melrose Primary School we use a cursive handwriting script.

Modern Languages

'Learning other languages enables young people to make connections with different people and their cultures and to play a fuller part as global citizens' (Building the Curriculum 1). We begin the teaching of French through games, stories and songs in the ELC. From Primary 1 French is taught as part of literacy. From Primary 5, as part of learning about other countries and cultures, knowledge and understanding of other languages are introduced.

Mathematics and Numeracy

It is vital that children gain understanding of mathematical concepts through experience. This happens with structured mathematical activities in a relevant context. There is a strong emphasis on pupils having a firm grasp of number facts and developing the ability to use them in mental calculations.

We provide rich and supportive learning environments and use a variety of teaching approaches, including active learning and appropriate and effective use of technology. We actively promote and create opportunities for children to experience the relevance of mathematics in modern, everyday situations including problem solving activities to develop independent thinking and ensure that numerical and analytical skills are developed. When possible, we link numeracy activities with work in other curricular areas and use ICT to enhance learning. We believe this gives our children a good mathematical basis on which to lay foundations for later study.



Health and Wellbeing

Health promotion is a school priority; we promote a positive ethos and positive relationships to support and nurture a healthy lifestyle. We aim to be a health promoting school through our day-to-day activities, as well as through the planned curriculum.

We have specialist provision for teaching and learning in Physical Education (PE), and allocate a minimum of two teaching hours to PE per week. Pupils will have the opportunity to be creative, imaginative and to develop their interests and skills. Fostering health and wellbeing is a joint responsibility between home and school. Good two-way communication is vital for the continued physical, social and mental wellbeing of our children, and we value communications relating to the health and wellbeing of pupils.

Expressive Arts

Art and design, dance, drama and music provide children with opportunities for presentation, performance and engagement with these subjects. We value highly the importance that the role of expressive arts plays in the life of the school and, through regular involvement, we encourage pupils to express themselves in innovative and motivating ways. We provide a rich, supportive environment which promotes active involvement, creativity, partnerships with professionals, and which connects to the experiences of the pupils.

Religious and Moral Education

Religious education is taught at all stages and includes some aspects of the many

different religious and social practices throughout the world.

School Assemblies are held regularly. Parents have the right to request that pupils do not take part in religious studies or assemblies. Parents should contact the school to arrange a meeting so an alternative provision can be made.

Sciences

Teaching of the sciences reflects the important part science plays in our Scottish heritage and the everyday applications of science in our lives. It also provides opportunities to develop the natural curiosity and fascination of children in new discoveries and technologies. Teaching and learning approaches are carefully planned to stimulate and motivate children, promote enjoyable and engaging learning, while maintaining flexibility to meet individual learning needs. Opportunities to deepen understanding, promote or challenge thinking, and consolidate and apply learning are created through experiential and contextualised learning approaches. The local environment, whenever possible, is used to support learning and teaching.

Social Studies

In social studies, children will develop their understanding of the world. Children will develop an understanding of democracy and citizenship, explore and evaluate different types of evidence, develop their understanding of the history, heritage and culture of Scotland and appreciate its place within the world. Active learning approaches provide opportunities for children to observe, explore and experiment to support and promote understanding.





Technologies

The use of technology is integrated into the pupil day. We plan opportunities in the learning and teaching of technologies to reflect individual and local needs and to make connections across and between other subject areas. There is a clear value in digital learning to enhance learning, teaching and assessment, improve educational outcomes and build digital skills.

Learners from primary 4 onwards are supplied with an individual iPad. ELC to primary 3 learners have the use of shared iPads. iPads are used as a tool to enhance learning, teaching and assessment and deliver outcomes within the technologies curriculum. Teacher practice is guided by our 'Inspire' iPad use in Melrose Primary School' policy.

Home Learning

The purpose of home learning is to encourage independence, develop a growth mindset and give children the opportunity to develop personal interests and curiosity. Our Home Learning policy and practice paper guides our practice. The policy is available on our website.

Assessment

Melrose Primary School's 'Learning, Teaching and Assessment Toolkit' guides teaching practice and school quality assurance and moderation procedures.

Assessment is an integral part of learning, teaching and assessment. It provides a picture of a learners progress and achievements and helps identify next steps in learning. All assessments provide information about pupil progress and the effectiveness of learning, teaching and assessment which help to inform future planning.

Reporting

Reporting comprises of a range of approaches:

Personal Learning Planning (PLP)

- Teaching and learning overview each term which includes ways parents/ carers can help
- Targets
- Pupil evaluation of and dialogue about learning
- Teacher feedback on progress and next steps in learning - each term literacy, numeracy, health and wellbeing - throughout the year other curricular areas
- Pupil achievements
- Parent/carer feedback on learning
- Pupil as a learner annual (March) report written by the class teacher

Children presenting learning

for example at assemblies and open afternoons/mornings.

Parents Consultation meetings

twice a year (November and May). Information about progress and achievement in relation to National expectations based on Curriculum for Excellence levels and the support and challenge in place will be shared.

Progress and absence overview

annually (June) This gives an overview of learner's progress against National expectations for literacy and numeracy defined as working below National expectation, on track to achieve National expectation, working beyond National expectation and level of attendance.

Formal, or on request meeting

Our aim is to ensure that reporting is proportionate to the needs of learners and parents/carers and also manageable for teachers. It also reflects the way teaching and learning takes place in Melrose Primary School and Early Learning and Childcare (ELC) through which learners are fully supported and engaged in the assessment and reporting process.

National Framework

The framework of experiences and outcomes is designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty, and those who are particularly able or talented. Below is an outline of the broad expectations about progression through curriculum levels.



LEVEL	STAGE
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third & Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Curriculum Policies and Programmes

We have national, school and local authority policies, programmes, position statements and guidelines which are being amended and adapted to align them with Curriculum for Excellence. Find out more about the school's curriculum from:

- **Parentzone:**
<https://education.gov.scot/parentzone>
- **Education Scotland:**
<https://education.gov.scot>
- **Skills Development Scotland:**
<https://www.skillsdevelopmentscotland.co.uk>

Extra Curricular Activities

Extra curricular activities are offered at times throughout the school session and vary from year to year and vary depending on volunteers.



School support services



SPECIAL EDUCATIONAL NEEDS

Additional Pupil Support

At any point in their lives, children or young people may need extra help with their education. This may be for any reason and at any time. Some examples of why a child may require extra help with their education are:

- bereavement or family illness
- problems at home
- bullying
- being particularly gifted or able
- an illness, disability or sensory impairment
- having English as an additional language



A child's needs may last for a short time, and the problem may be resolved easily, or their needs might be very complex, and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. We operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children are recognised, and appropriate support can be provided.

Our Pupil Support teacher works with pupils of all abilities and all stages, and acts as an advisor to class teachers and Pupil Support Assistants. We also refer children to other agencies for further assessment or advice.

Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level, we recognise that parents or young people may wish to formalise their concerns. To assist with this, we have a complaints procedure and also offer independent mediation and adjudication. It is also possible, under certain circumstances, to refer the case to the Additional Support Needs Tribunal for Scotland.

A good place to find independent information about Additional Support for Learning is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or call on 0845 123 2303. Or contact the Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk

Inclusion and Wellbeing

We benefit from having the services of the inclusion and wellbeing team who are able to give advice and support to teachers who have children in their classes experiencing behavioural difficulties.

Educational Psychologist

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing. They 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, they arrange follow-up for individual children, 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 they can all help your child in school.

If you have any worries about your child, please contact school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support services, the Headteacher 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. There is a downloadable leaflet for parents and carers, which explains in more detail how the service may be able to work to support your child in school.

Please see:

www.scotborders.gov.uk/EPS

Speech and Language Therapy

A Speech and Language therapist visits school to carry out specialist work with individuals or groups of children in speech and language development. Parental permission is always obtained.



Health Service in School

The School Nurse

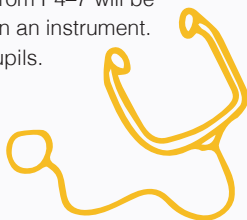
The school has access to the school nurse to help with health problems in individual children. The school nurse is available throughout the year to provide advice and guidance.

Home/School Link Worker

The Home/School Link Worker provides support to develop positive home/school relationships, and will work closely with both families and school to help ensure that each child has the opportunity to fulfill their potential.

Instrumental Tuition

Instrumental Tuition is provided by an instructor who visits the school regularly to give lessons in brass, violin and cello. When vacancies exist, pupils at a particular stage from P4–7 will be given the opportunity to learn an instrument. Instruments will be lent to pupils.



“
*We benefit
from having the
services of the
inclusion &
Wellbeing
team...*
”

School improvement plan plan



SCHOOL IMPROVEMENT PLAN

School Improvement Plan

The School Improvement Plan identifies and gives some detail of proposed developments for the current session. The plan is written annually and takes account of school needs and priorities as well as Council and Scottish Executive priorities. The key purpose of the plan is to provide a structure to help support and improve the achievement of pupils.

Parents will be consulted on the content of the plan as appropriate.

School Improvement Report

A School Improvement Report is issued annually by school. The report is an evaluative summary of the work of the school, covering school self-evaluation, monitoring and development planning. Parents may request a copy of the School Improvement Plan and the School Improvement Report.

Both the School Improvement Plan and Improvement Report are posted on the school website:

<http://melroseprimary.school>



General information



Please contact
the school if
you have any
other queries.

DISCLAIMER The information provided is considered to be correct at the time of printing. It is possible that there may be some inaccuracy by the time the document is read.

GENERAL INFORMATION

Additional Support Needs/ Accessibility Strategy

The school has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access, provision of an interpreter or agreeing a phone contact system to provide direct feedback to parents and carers.

Admission to School

In common with all other schools, we enrol pupils throughout the school year. We welcome enquiries from all parents, whether they live in Melrose or outwith the area. First contact should be made with the school office, and an appointment can be made to speak to the Headteacher. Parents will be provided with a School Handbook, and children will be welcomed into our community.

Attendance and Absence


Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised: e.g. unexplained by the parent/carer (truancy) or excluded from school.

Pupils are expected to be in school punctually for 8.45 a.m. every day. We are required to have an explanation for all pupil absences. Please inform the school by email or phone before school on the morning of your child's absence; otherwise, you will be contacted to check that your child is safe.

Parents/Carers do not have an automatic right to take their child out of school without permission during term time. The Head of Establishment can only authorise time off during term-time in exceptional circumstances.

Exceptional circumstances include:

- short-term parental/carer placement abroad
- family returning to its country of origin for family reasons
- the period immediately after an illness or accident
- a period of serious or critical illness of a close relative
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation



Time off during term time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- availability of cheap holidays or desired accommodation
- holidays which overlap the beginning or end of term
- with no explanation from the parent or carer, the absence is recorded as unauthorised

Please give very careful consideration to taking children out of school during term time. It is not possible to give children schoolwork to take with them; lessons are interactive with direct teaching taking place. Parents wishing to take their children out of school for a period of time should inform the Headteacher in writing in advance of the break. All holiday absences in term time are recorded as 'unauthorised'.

Behaviour and Relationships

We are committed to creating a happy, safe and secure environment where exemplary behaviour is at the heart of productive learning and everyone feels valued and respected. We encourage all learners 'to be the best we can be' with an emphasis on kindness and respect for ourselves, others and property.

British Sign Language (BSL) 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 is 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 Deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first preferred language is British Sign Language.

Child Protection – Responsibilities of the School

All Scottish Borders Council schools 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 promotes 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. At Melrose the Senior Leadership Team (Headteacher and Depute Headteachers) share the role of Child Protection Officer.

What to do if you have a child protection concern?

It is 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)
- If you consider a child or young person is in immediate danger, call the Police on **999** immediately.

The link below 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 the website at: <http://onlineborders.org.uk/community/cpc>

Communications from School

Parent/carer bulletins are issued every month. The bulletins cover aspects of the life of the school and give information about events and activities. Most communication will be sent by Groupcall email unless a family requests otherwise.

Community use of the School

After school and evening use of the school is made regularly by various community groups.

Complaints

Any complaint made by parents or others will be taken seriously, investigated and dealt with. See Appendix IV for details.

Data Protection Act 1998 and Freedom of Information (Scotland) Act 2002

See Appendix V.


Emergency Contact

It is vitally important that we are able to make contact with parents or other named persons in cases of emergency, illness or school closure. Please make sure that we have up-to-date contact information. Every attempt will be made to contact you by telephone, voicemail or text message. Also, please let us know about changes at home which may have a bearing on your child's education and wellbeing.

Getting It Right For Every Child

The Getting It Right For Every Child (GIRFEC) is the National approach ensuring that anyone providing support puts the child at the centre. Practitioners work together to support the parent and child and where appropriate, take early action at the first





signs of any difficulty. This means working across organisational boundaries and putting the child and family at the heart of decision making, giving all our children and young people the best possible start in life. GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions were implemented on 1st 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 Headteacher.

Health and Safety

The school conforms to the Health and Safety at Work Act 1974, a copy of which is displayed in the staffroom. Fire drills are held regularly, at least once a term, to ensure quick and safe evacuation from the building. We also have in place a procedure for dealing with bomb threats (hoaxes and real incidents).

For obvious safety reasons, children should not walk through the car park; the recommended safe route to school is the path in the Gibson Park. Children may be dropped off in the main road in sight of the lollipop man. Alternatively, parking places are available at the Health Centre Car Park or in St Mary's Road. Please use the path at the side of the Gibson Park. Please note that school car parking spaces are not for use by parents.

Administration of Medicines

Before any prescribed medicine is administered, parents must complete a form giving necessary consent and information. In accordance with Council policy, non-prescribed medicines will not be given in school. If your child uses an inhaler, please let us have information about how and when

it is used. Action Plans will be completed for children who may require emergency care, e.g. for allergies.

Dental Care

The school dentist visits school annually to carry out a check of children's teeth, with parental consent. The dentist may be contacted by leaving a message with the dental secretary on 01896 822167.

First Aid/Medicines

Some members of staff are qualified first aiders and emergency first aiders, who will usually administer any necessary general treatment. Every effort will be made to contact parents if we feel an injury warrants it.

Security

Our school is fitted with a security system and the following procedures apply:

- All entrance doors are locked during school 'work times' with access being obtained through a key/card system or a buzzer operated from within the building by an adult member of staff.
- Visitors should always report to the office; they should sign the visitors' book and, if not known by pupils and staff, wear a visitor's badge.


Healthy eating

See Appendix IV.



Outings

From time to time children will be transported out of school. Coaches are hired from local firms and parents will usually be asked to make a contribution towards the cost. Advance notice of outings will always be given with the exception of short walks



within Melrose. A residential activity outing for Primary 7 pupils is offered, usually in September. We make every effort to ensure that children are not excluded from outings on grounds of cost.

Mobile phones

At Melrose Primary School we ask that, where possible, mobile phones are not brought to school. Children that require to speak to a parent/carer during the day are able to use the school telephone.

Mobile phones brought to school should not be used at all on school premises including in the playground during the day. The school accepts no responsibility for the loss of a mobile phone.

Parent/Carer Partnership

We treat parents/carers as genuine partners in supporting children's learning. We have an 'open door' policy, the Senior Leadership Team aim to be accessible to parents/carers. We are happy to discuss worries or concerns and are willing to help and support to resolve issues and concerns. We ask for parent/carer views and opinions at various times throughout the year typically at parent/carer consultations. Please contact the school office if you need to make an appointment.

Parent/Carer Helpers and Community Volunteers

We welcome parents/carers and members of the Melrose community to come into school as volunteers to support in classrooms and with other tasks such as preparing resources, laminating etc. If you would like to be involved, please let us know.

Parent Forum and Friends of Melrose Primary School (FOMPS)

Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. The Parent Council is also entitled to support from the education authority in fulfilling its role.

Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

FOMPS – Friends of Melrose Primary School (The Parent Council)

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- supporting the work of the school
- gathering and representing parents'/ carers' views to the Headteacher, education authority and HMIE
- promoting contact between the school, parents/carers, children and the local community
- fundraising
- involvement in the appointment of senior school staff

Membership of FOMPS

Generally, members of the Parent Council must be parents/ carers of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. Further information can be obtained from the school office.

ParentPay

ParentPay is an online secure payment system used by the school for most financial transactions. It enables parents/carers to pay for school meals, outings, P7 residential etc. Details of use will be given to parents/carers following a child's enrolment in school.

Parking

We are very short of parking spaces around the school. Huntly Road should not be used for parking or dropping off children, as it is narrow and there is little space for obstructions caused by parents' cars.

Pupils may be dropped off or picked up in the main road, in sight of the Lollipop Man, and they should then walk up the path at the side of the Gibson Park. Alternatively, cars may be parked in the Health Centre Car Park or on St Mary's Road, and safe routes to school followed from there.

Photographs and Videos

Under the 'Consent Under Data Protection Act 1998' we ask all parents to sign consent forms giving permission for their children to be photographed and/or filmed whilst attending education facilities provided by Scottish Borders Council.

A photographer usually visits school twice each session, to take individual and family group photos and to take class photos. There is no obligation to purchase.

Placing Requests

In normal circumstances, pupils living within the school's catchment area will automatically be given a place in school. Parents of pupils living outwith the boundaries should apply in writing if they wish to be considered for a place in school. This will depend on spaces being available in school and on there being no additional costs. Application forms and catchment area maps are available from the school office.

Playground Supervision

The playground is supervised from 0830-0845 and at break and lunchtime. The playground supervisors will deal with any small problems in the playground and will refer first aid and matters of discipline to staff.

Pupil Council

Our Pupil Council involves representatives from all year groups. The pupils choose agendas for meetings themselves, although parents and teachers may also make suggestions. The pupil representatives are expected to gather the views of their classmates and younger pupils, and to report back.



Bullying

Bullying behaviour will not be tolerated within Melrose Primary School. All children in Scottish Borders Council educational establishments have an entitlement “to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination”. There is a requirement to record and report all discriminatory behaviours within educational establishments. Parents and carers have a significant role to play in helping to address this problem. Melrose Primary School’s policy to Promote Excellence in Behaviour and Relationships detail our procedures. Please do not hesitate to let us know if your child is worried about any situation in the playground or at school generally, however small it may seem.

Racial Harassment

The Equality Act 2010 protects people from discrimination and harassment based on ‘protected characteristics’. The ‘protected characteristics’ in relation to schools are: disability, gender-reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Act makes it unlawful for a school to discriminate against a pupil in relation to admissions, provision of education, access to any benefit, facility or service and exclusions. The Act also makes it unlawful for a school to harass or victimise an applicant or pupil. In 1999, the guidelines ‘Dealing with Racial Harassment’ were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education. Every child has the right to be happy and secure at school.

School Closure – Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and with it temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. Every attempt will be made to keep you informed by ‘Group Call’ email, text message or by telephone.

School Meals

Scottish Borders Council runs the school meals service. Melrose has a production kitchen where a two-course meal, a soup and sandwich or a packed lunch option will be offered. ParentPay is used to order and pay for 5 school meals. Menus are available on the school website. School meals and packed lunches are supervised by school staff.

Transfer from other Schools

Parents moving into the Melrose area need to simply bring their children to school for enrolment; prior notice is not necessary but it is appreciated. Under the ‘Parents’ Charter’ children from outwith the school’s catchment area may be admitted by written request as long as there is space in school and there are no extra staffing implications. Normal transport rules do not necessarily apply in these circumstances (see below).





Transfer from Primary to Secondary School

Children are normally transferred between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least four years of secondary education. Parents and carers will be informed of the school arrangements no later than April of the year preceding the date of transfer at the start of the new session. The associated secondary school for Melrose Primary is:

Earlston High School

Earlston, TD4 6JP

Tel: **01896 849282**

Email: earlstonhs@scotborders.gov.uk

Transport – Cycling

If cycling to school, children should walk their bikes up the path at the side of the Gibson Park and into the playground.

Bikes and scooters must not be ridden in the playground. There are a number of bicycle stands at the far end of the main building.

We expect cycle helmets to be worn. The car park is out of bounds to cyclists. If scooters are brought to school, these should be left outside at the bike racks.

School Transport

Children under eight years of age who live more than two miles from school are entitled to free transport, as are children of eight years and over who live more than three miles from the school.

Parents whose children travel by bus or taxi should note the following:

- In bad weather, if transport is more than fifteen minutes late, then children should always return home.
- When heavy snow is falling on country roads, we would appreciate information about this so that homeward transport may be called early.

- If pupils are being sent home early by bus or taxi, then every effort will be made to inform parents. However, it is essential that children know where to go in the event of parents being out.
- If a bus fails to pick up children in the morning due to road conditions, then parents should assume that no return transport will run that day. Parents should only transport children to school if they are sure they will be able to collect them at the end of the day. Please keep school informed about plans.
- Good behaviour is expected on school transport. Bus drivers will inform school staff of misbehaviour. Persistent offenders will have bus passes withdrawn.

Uniform

(see also SBC Dress Code leaflet)

Wearing of school uniform is positively encouraged at Melrose Primary School and we ask for parental support with this matter. On PE days children should come to school wearing PE kit and their school sweatshirt.

P1-6: red sweatshirt, white or navy blue polo shirt, grey or black trousers, skirt or school shorts, red and white checked summer dress.

PE kit: white tee shirt or school polo shirt, grey, black or navy shorts, leggings or joggers, gym shoes or trainers without black soles, no earrings (stud earrings must be taped), long hair tied back.

P7: As above with purple sweatshirt.

We have a sustainability shop where school uniform can be acquired, all sizes are normally available. There are a large number of purple sweatshirts. A low cost donation to the School Fund can be made if you are able to do so.

Uniform can be ordered through the school website:

<https://www.border-embroideries.co.uk/schools/melroseprimary-school.html?p=1>



Other points to note:

- Fashion, sports or brand named clothes e.g. Nike, are not part of our uniform.
- School uniform includes the wearing of sensible shoes or trainers not high heeled shoes, please.
- Plain coloured socks and tights are preferred.
- A sports kit consisting of white or navy shorts, tee shirt and gym shoes should be kept in a drawstring bag in school (except when clothes are being washed). Sports kits are often needed in addition to designated P.E. days.
- Except at times of very good weather, children should have a coat at school to wear at breaktimes. If possible, coats should have a loop by which they may be hung on pegs.
- Please make sure that your child's clothes are named. Iron on name tabs can be ordered from <https://www.border-embroideries.co.uk/schools/melrose-primary-school.html?p=1>

Website

The school has a very useful website which contains administrative information as well as information relevant to particular classes and current events. All school policies are accessible on the website.

The website may also be accessed through:
<http://melroseprimary.school>

Ideas for what you would find useful on the website are always welcome; please let us know.

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 schools activities therefore missing out on the social aspects of school.

Within Melrose Primary School we want our young carers to enjoy school 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.



Appendix

- Loops
- Logic
- Variables
- Math
- Extensions
- Advanced

LIST OF APPENDICES

Appendix 1

Daily Timetable

- **Monday to Thursday**
Start: 08.45
Morning break: 10.45 – 11.00
Lunch: 12.15 – 13.00
13.00 – 13.45
End of day: 15.15
- **Friday**
Start: 08.45
Brunch: 10.35 – 11.05
11.05 – 11.35
End of day: 12.15
- **Playground Supervision**
08.30 – 08.45
- **Road Crossing Patrol Times**
(Lollipop Man)
08.15 – 08.50
Monday – Thursday: 15.00 – 15.30
Friday: 11.55 – 12.30



Appendix 2

Complaints Procedure

We aim to ensure that your child is safe, happy and achieving their best at Melrose. If you are unhappy about any aspect of your child's education, it is important that you contact the school as soon as possible. If something goes wrong or if you are dissatisfied with our services, please tell us and we will do our best to put things right.

There are several methods of communication: the simplest way is to speak or write a note to the class teacher. If you would rather speak with a member of the leadership team, please phone the school office or come in to the school. We will endeavour to speak with you right away but if we are not available, we will make a separate appointment to speak or meet with you as soon as possible.

When you have a concern, we will listen to you, note what you are saying, investigate the issues raised then get back to you either in writing, by phone or in person. Please remember: your children matter, and co-operation between home and school is best for them.

If you do want to make a complaint you can do so either in person, by phone, or in writing. Complaints we are unable to resolve, or if you believe your complaint requires formal investigation you may email:

PeopleComplaints@scotborders.gov.uk





Appendix 3

Educational Enrolment Privacy Note 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, ESP Systems and CRB 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
- Netmedia 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 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 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 enrolls 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 Headteacher 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/1255/making_complaints/4

Appendix 4

Helping your Child to Grow, Learn and Play

Healthy eating and physical activity are essential for growth and development.

Healthy snacks have been provided during your child's ELCC journey, continue to give these types of snacks to your child to eat at break times throughout primary school.

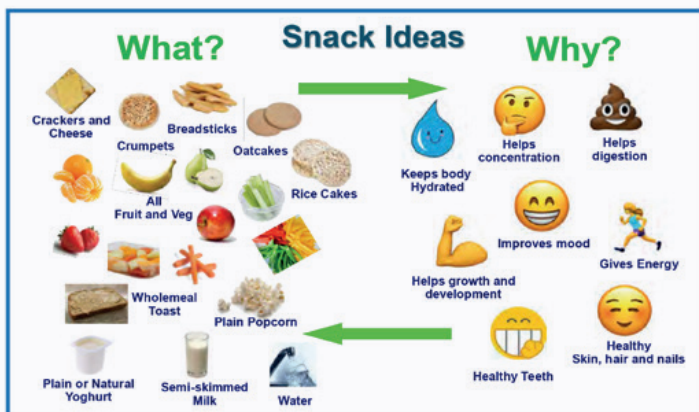
Top Tips for Eating Well, Feeling Good and Being Active

- Eating Breakfast gets the day off to a good start
- Enjoy a variety of foods and eat together when you can
- Eat plenty of fruit and vegetables
- Limit food and drinks high in sugar, fat and salt, especially at snack time
- Be mindful of portion size
- Eat 3 meals a day with healthy snacks in between

- Brush your teeth at least twice a day – "spit don't rinse"
- Register with a local dentist
- Ask your dentist about fluoride varnish

- Enjoy being active everyday
- Reduce time spent on phones, tablets, computers and watching T.V

- Think of the 4 B's - Bath, Brush, Book and Bed to encourage a good sleep routine



Keep Hydrated - Hydration helps improve concentration, mood and digestion

- Offer 6-8 cups of fluid a day
- Water or semi skimmed milk are best and will not damage teeth
- Bottles used in class should be filled with **plain water only**



Appendix 5

Scottish Borders



Fit4Fun Families



Fit4Fun Families

Fit4Fun Families is a free family focused healthy lifestyle programme which offers practical tips to help support children, young people (0-18 years) and their families, eat well and be active

We can support you to make positive lifestyle changes and work with you to identify specific goals that you would like to achieve

Service user feedback:

"We have really enjoyed the Fit4Fun Families programme. It was arranged at a time that was convenient so we could both participate. Sessions have been fun and informative and at a level that suits the age of any child"

"We have learned a lot over the past few weeks, which has been fun and helpful. We've been keeping up with the goals that we set. We would highly recommend this group to any parents looking to know about how to eat healthily with their kids"

If you would like some more information or would like to join the programme, please contact us on:

Tel: 01896 826447

Email:

Child.HealthyWeightService@borders.scot.nhs.uk

You can self-refer into our service or if you prefer you can speak to your GP, Health Visitor, School Nurse or another health professional



Produced by
Borders Child Healthy
Weight Service:
Fit4Fun Families
October 2022



notes







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Design: **pmgd**
www.pmgdesign.co.uk

