

MELROSE
PRIMARY SCHOOL



School Information Handbook



“To be the best we can be”

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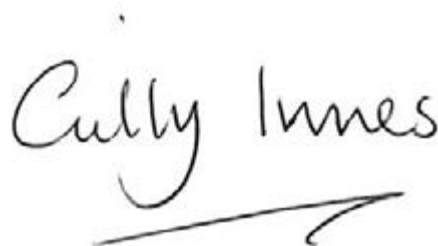
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Welcome

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.

A handwritten signature in black ink that reads "Gilly Innes". The signature is written in a cursive style with a long horizontal stroke at the end.

Gilly Innes Head teacher

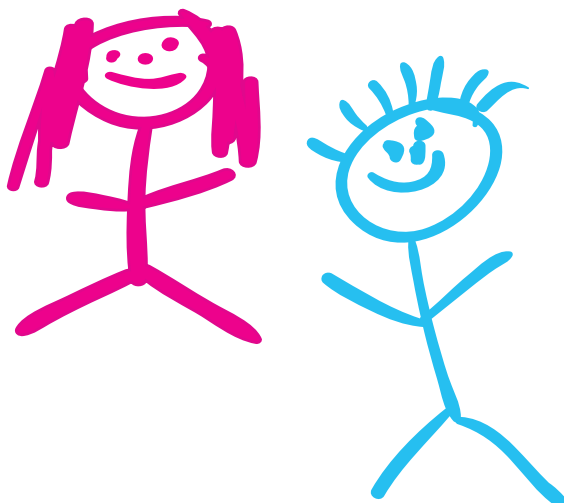
Our History

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 head teacher's office, a deputy head teacher's office, the school office, the Nursery, gym hall/dining area, the pupil support room, the library, one large general purpose room (audiovisual room) and eight classrooms are located in the main building (the new school building). Five classrooms, a deputy head teacher's office, a computer suite 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 twelve classes in school with a total roll of approximately 320. Classes are organised in single-year or composite groups. Straight year groups do not exceed twenty five pupils in P1, thirty pupils in P2 and P3 and thirty-three in P4–7. Composite groups do not exceed 25 pupils.

The school Early Learning and Childcare facility (ELC) caters for up to 44 3 and 4 year-old children. The Early Learning and Childcare facility has its own 'Information for Parents' handbook; please ask at school for a copy.



“As a major investment
in the future of our
children we can provide
them with roots and
wings”



Our Philosophy

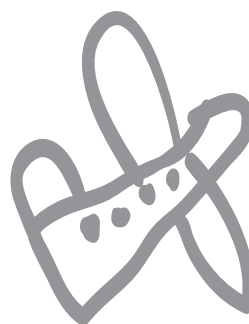
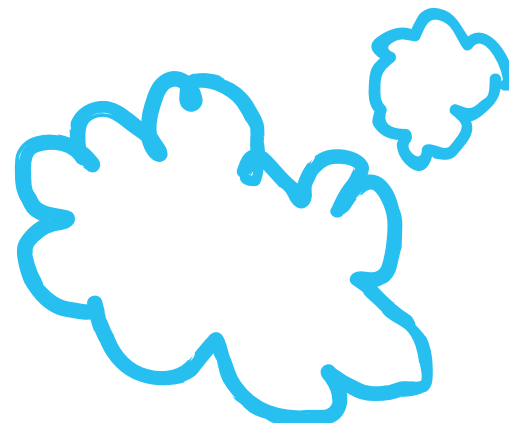
As parents/carers and teachers, our commitment to our children has at its base the provision of a solid, stable, daily life: 'the roots'. We must help our young people to learn to 'fly', giving them the space to become sure of their own capabilities, encouraging them to be aspirational, to aim high and 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 his or her 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. We aim to create self-reliance and self-discipline in our children so that their attitude to other human beings is one of respect and tolerance.

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 basis 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.



First Steps

Enrolment of Pupils to Primary 1

Starting school is an important time in the life of your child; we aim to make children as happy and secure as we possibly can.

The process begins in November; parents/carers of children who reach the age of 5 years between the first day of March in one year and the last day of February in the following year are entitled to enrol their children in school during enrolment week in the November before a new school session begins in August. Notices will be placed in the local press and in the school before the enrolment date to give prospective parents as much notice as possible.

Enrolment of Pupils to Early Learning and Childcare (ELC)

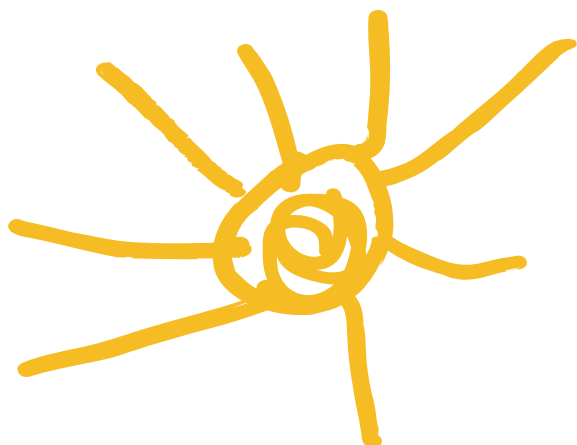
The process begins in November; parents/carers of children who reach the age of 3 or 4 years during the next academic year can enrol their child. A notice will appear in the local press. A request should be made to the school for an application form. Children will be allocated places using criteria listed in the Early Learning and Childcare application pack.

For further information about enrolment: https://www.scotborders.gov.uk/info/20038/school_and_nursery_places/528/apply_for_an_early_learning_and_childcare_place/2

Our Vision, Our Aims, Our Values

“To be the best we can be”





Our Vision

At Melrose Primary School, our vision is:
To be the best we can be

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:

Responsible

We are dependable. We always try to do the right thing.

Respectful

We show consideration to others. We appreciate everyone's qualities and their contributions.

Receptive

We are open to new ideas. We have a mindset of success.

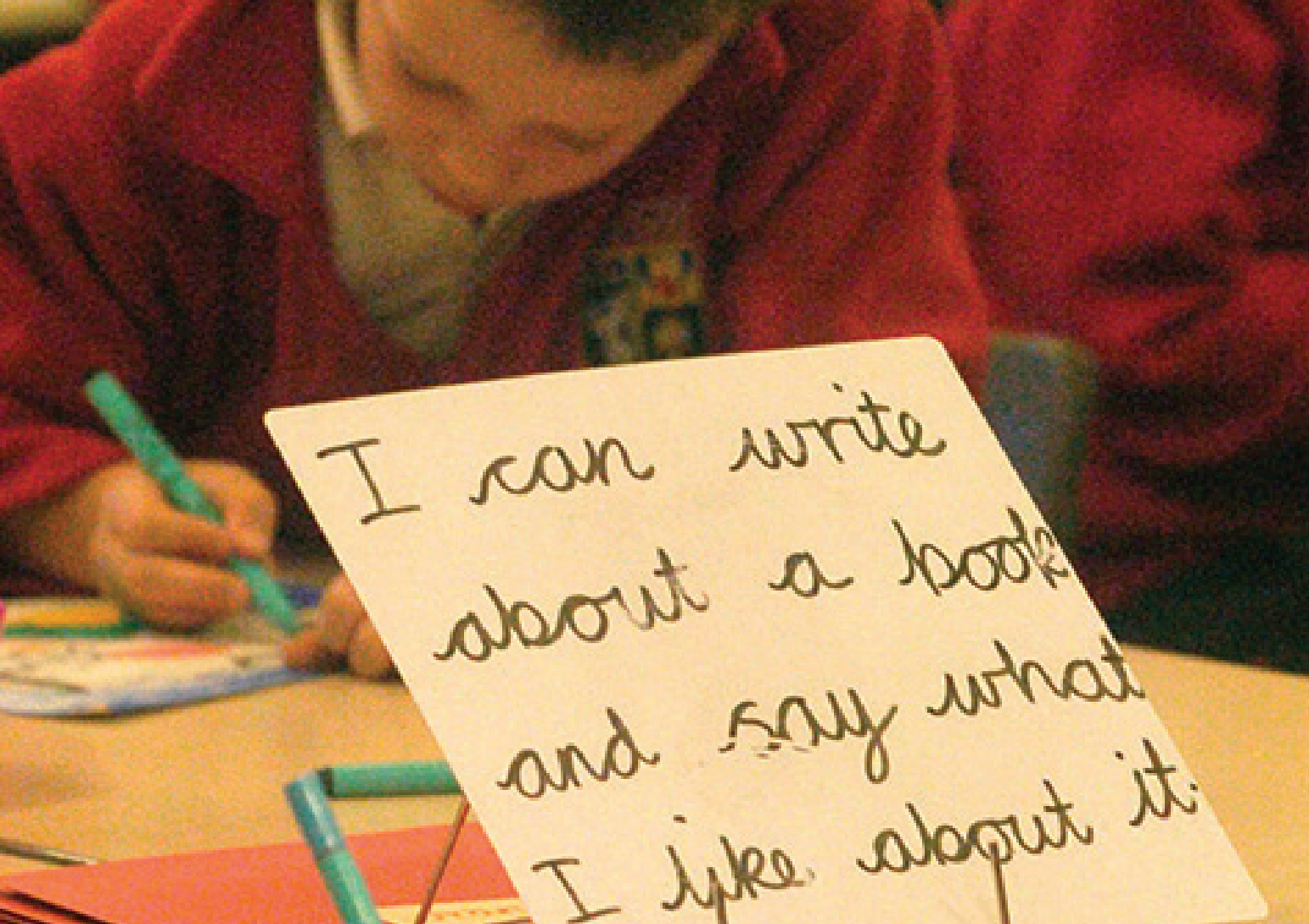
Reflective

We honestly consider our approach to tasks and actions. We make positive choices and changes.

Resilient

We bounce back from challenges and see them as learning. We have the self-confidence to achieve our goals.

Teaching and Learning in School

A photograph of a student in a red sweater writing on a piece of paper. The student is holding a green marker. The paper is held up by a green clip. The background is slightly blurred, showing a desk and other papers.

I can write
about a book
and say what
I like about it.

Curriculum for Excellence

Bringing learning to life and life to learning

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.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Teachers and practitioners will share information to plan a child's "learning journey" from 3–18, helping their progression from Early Learning and Childcare (ELC) to primary, primary to secondary and beyond, ensuring that the change is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Every child is entitled to a broad and deep 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 lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgments, challenge, enquire and find solutions. Progress is assessed in a number of ways to ensure that children achieve their potential.

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.

Curriculum for Excellence balances the importance of knowledge and skills, and is defined by capacities, principles, experiences and outcomes. The capacities aim to develop successful learners, confident individuals, responsible citizens and effective contributors. The design of the curriculum is based on seven principles – challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

The curriculum areas are:

- 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

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 new initiatives in teaching and learning and put these into practice. In-service training days for teachers help keep us up to date with new developments in Scottish education. We aim to keep parents up to date with changes in the school curriculum through regular and varied communication methods.

**Languages****English and Literacy**

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. Literacy skills are developed in varied ways and through differing and meaningful contexts, including interdisciplinary approaches through other areas of the curriculum.

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. The teaching of writing will develop knowledge of technical aspects of writing and spelling, will consider writing for different audiences and purposes and will use experiences to motivate and engage children in written tasks. 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 nursery stage and build on this progressively across the school, promoting the confidence to pick up further languages, to help increase understanding of other cultures and to boost children's ability to communicate. In P6 and P7, French is also taught through more structured lessons.

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. Mathematics is structured within three main categories – number, money and measure; shape, position and movement and information handling.

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 aim to enable pupils to:

- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education
- establish a pattern of health and wellbeing which will be sustained into adult life.

You will be informed of particular aspects of health and wellbeing being covered in school e.g. sex education for older children. When appropriate, we use specialists out with the school community to ensure that children are learning in the most effective ways. 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. From time to time we have a visiting music or drama teacher to help ensure that pupils experience and enjoy the opportunity to be creative and imaginative and have opportunities to nurture and develop their interests and skills. The majority of activities are practical and experiential, promote an appreciation of cultural activities and enrich pupils learning.

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. We seek to enable

children to:

- recognise religion as an important expression of human experience
- learn about the beliefs and values, practices and traditions of Christianity and some other world religions
- recognise the place of Christianity in the Scottish Context
- investigate, recognise and understand religious and non religious views, religious diversity and the importance of religion in society.

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 by learning about other people and their values, in different times, places

and circumstances.

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. Learning through Social Studies will support a greater understanding of how to influence events by learning about human activities in the past and present. 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 through the use of interactive whiteboards and iPads for older children. The children's learning experience is enriched by programmes in language, maths and topic work. ICT is an important element in many of the cross-curricular projects undertaken by pupils. 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. We prioritise ensuring excellent access to ICT at Melrose Primary School, as we strongly believe this promotes curiosity and innovation, develops skills, knowledge and understanding which support learning beyond school and enrich the experiences of children.



Homework

The purpose of home learning is to encourage independence, develop a growth mid-set and give children the opportunity to develop personal interests and curiosity. We encourage home learning; the nature of tasks will compliment learning which takes place in school. We encourage the sharing and enjoyment of books as the main home learning activity at every stage. Other tasks which are given will vary depending on the age, stage and needs of the child.

Assessment

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's progress and achievements and to identify next steps in learning. Teachers will use a range of assessment approaches to assess the different types of achievement across the curriculum. All assessments provide information about pupil progress and the effectiveness of learning and teaching, and 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 and hall/room/space availability e.g.

Football	P1-7	Saturday mornings	Music/Singing	P2-3	after school
Rugby	P5-7	after school	Athletics	Various stages	after school
Hockey	P6-7	after school	Basketball	P6-7	after school
Netball	P6-7	after school	Homework	P5-7	lunchtime
Athletics	P6-7	after school	Kwik Cricket	P4-6	after school
Dance	P4-7	lunchtime	Choir	P4-7	after school

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. You can also speak to the Education Team Leader at the Integrated Children's Services office, 10–12 Galapark, Galashiels Tel: 01896 661880. Further information available from the SBC website: https://www.scotborders.gov.uk/info/20041/support_for_pupils/456/additional_support

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.sias.org.uk

Our Pupil Support teacher works with pupils of all abilities and all stages, and acts as an advisor to class teachers and additional needs assistants. We also refer children to other agencies for further assessment or advice. Parental permission will always be obtained before referrals are made, and any feedback will be shared.



Behaviour Support

We benefit from having the services of a specially trained teacher who is able to give advice and support to teachers who have children in their classes experiencing behavioural difficulties.

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.

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. In some cases, they 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 school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services, the 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. There is a downloadable leaflet about how 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

Health Service in School

The school has regular access to the school nurse or doctor to help with health problems in individual children.

The school nurse is available throughout the year to provide advice and guidance. She also supports the teaching of sex education in Primaries 6 and 7. **The school dentist** is available throughout the year to provide check-ups and treatment.

All children have their hearing tested in Primary 1. If a parent feels that their child has a hearing difficulty, they can contact their G.P who will refer them to the audiometric service based at the Borders General Hospital.

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 fulfil their potential.

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. Parents are asked to make a payment to Scottish Borders Council for lessons.

The Countryside Ranger Service is an excellent resource for teachers involved in projects on nature or local area studies, supporting out of school visits to local areas of interest.



School Improvement Plan



School Improvement Plan

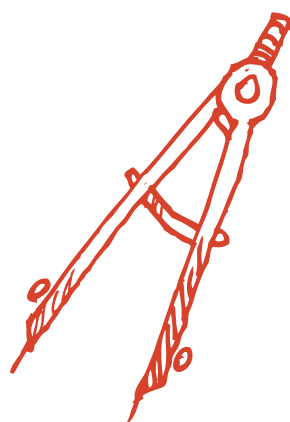
The School Improvement Plan identifies and gives some detail of proposed developments for the current session. The plan is written annually and takes account of school needs and priorities as well as Council and Scottish Executive priorities. The key purpose of the plan is to provide a structure to help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



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.

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 to 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 letter or phone before school on the morning of your child's absence; otherwise, you will be contacted to check that your child is safe. Please give your child a note on his/her return to school, confirming the reason for absence.

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'.

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 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.

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 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. At Melrose **Mrs Innes** (HT), **Mrs Fernie** (DHT) and **Mr Wallace** (DHT) all 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:

- 1896 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 this website. <http://onlineborders.org.uk/community/cpc>

Communications from School

General newsletters are issued regularly to all parents and others connected with the school. The newsletters cover aspects of the life of the school and give information about events and activities. Most communication will be sent by email or text message unless a family requests otherwise. From time to time you will be asked to return permission slips for outings, sports activities etc. Please note that unless permission is given children may not take part in the outing and will remain in school.

Community use of the School

After school and evening use of the school is made regularly by various community groups – Rainbows, Brownies and Guides, Melrose Waverley tennis club, a community dance group, and a karate club.

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 means that everyone working with Scottish Borders children, young people and their families are being 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 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 drawn up 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.

Medical Examinations

The school doctor may see children in school. Parents will be notified and asked to attend. Pupils may also have routine checks of eyesight, height and weight. Parents will be informed if any follow-up or further tests are required; these are carried out by the school nurse.

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.
- An over-ride system allows staff and pupils to leave through all doors in school in the case of emergencies.
- 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

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication before and after school. 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.

Parental Partnership

We treat parents as genuine partners in supporting children's learning. It is important that we all have a clear understanding of viewpoints and attempt to manage a system which takes these into account. In school, we aim to be accessible to parents and to be open minded, with attitudes and beliefs being shared and discussed.

Parent Helpers

There are many ways in which parents can help at home and in school with children's learning. In school, parent helpers will not be asked to take on the role of a teacher, but may help in a wide variety of ways. We have a list of parent helpers. If you would like to be involved, please let us know.

The Parent Forum and the Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental/carer representation in all schools. 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.

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 the Parent Council

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 turning; residents have justifiably complained about 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 giving permission for their children to be photographed and video-taped 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 08.45–09.00 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. The content of Pupil Council meetings and minutes are posted on the Pupil Council noticeboard.

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. Our behaviour policy guides all members of the school community to take responsibility for their own behaviour as a means of promoting good relationships. Our behaviour policy echoes our vision statement 'to be the best we can be' with a heavy emphasis on kindness and respect for ourselves, others and property, through a partnership approach where everyone is treated fairly and consistently.

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 has an anti-bullying policy which stresses the importance of partnership with the parents and carers of their children. 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. A message will be broadcast on Radio Borders local news bulletins, along with a helpline telephone number. 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.

Telephone

It is not always possible for you to speak to a particular member of staff, e.g. when he or she is teaching, however messages will be passed on and your call returned at a convenient time. Children are able to phone home if necessary, or we will do so on their behalf. We do not encourage children to have mobile phones at school. Please ask at school if you wish to make special arrangements, e.g. for a school trip.

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 cases (see below).

Transfer from Primary to Secondary School

Children are normally transferred between the ages of 11½ and 12½ 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 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. Information may be broadcast on Radio Borders local news bulletins.
- 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. Order forms can be obtained from the school office. Uniform can be ordered through school website <https://www.border-embroideries.co.uk/schools/melrose-primary-school.html>

Some points about uniform:

- We prefer that children wear school sweatshirts.
- School tops should be worn with grey trousers, shorts or skirts.
- Fashion, sports or brand named clothes e.g. Nike, are not part of our uniform.
- School uniform includes the wearing of sensible shoes, not trainers or 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.
- The wearing of jewellery should be kept to a minimum. and should be removed for P.E. etc. Gum shields and shin pads must be worn for hockey and rugby.
- 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.

- Children should have an overall or old shirt at school so that they can cover up for art and messy activities.
- Please make sure that children's clothes are named. We gather a huge amount of unclaimed 'lost property' over the year. Name tags may be ordered through school; forms are available from the office.
- In hot weather, girls may opt to wear school dresses, preferably in red check.

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:

www.melroseprimaryschool.org.uk

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.

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.

List of Appendices



Appendix I

Daily Timetable 2020–2021

Monday to Thursday

08.43	Get ready bell
08.45	Children come into school
10.45	Morning interval
11.00	End of morning interval
12.30	Lunch break
13.15	Afternoon session begins
15.15	School day finishes for children

Friday

08.43	Get ready bell
08.45	Children come into school
10.45	Brunch interval
11.15	End of Brunch interval
12.15	School day finishes for children

Road Crossing Patrol Times (Lollipop Man)

08.15	–	08.55
14.50	–	15.30 (Friday 11.55 – 12.45)

Playground Supervision

08.30	–	08.45
12.30	–	13.15

Appendix II

Staffing 2020–2021

Headteacher	Mrs G Innes
Depute Headteachers	Mrs D Fernie Mr J Wallace
Principal Teacher	Mrs L Riddell
ELC	Vacancy
Early Years Officer	Mrs J Aitchison, Mrs Alena Aird, Mr D Alexander, Mrs S Brown, Mrs R Hall, Mrs L McVie, Mrs C Patterson, Mrs C Scott.
Early Years Practitioners	Miss B Cowan Mrs C Higgins Ms M Leckie Miss L Brady & Mrs I Moore Miss C Brown & Mrs C Santini Miss L Houghton Mrs N Cranston & Mrs C Santini Miss E McKeich Mrs R Kidd Mrs R Kershaw & Mrs R Robson Mrs G Millar Miss K Duthie Mrs L Riddell & Mrs B Lees
Modern Apprentice:	
P1	
P1/2	
P2/3	
P2/3	
P3	
P4	
P4/5	
P5	
P5/6	
P6	
P7D	
P7R	
Pupil Support Teacher (PST)	Mrs D Wilson
CST PE	Miss D Fairbairn
CST RICCT	Mrs B Lees Mr J Wallace
PEF CAP2	Mrs N Cranston
Office staff	Mrs A Wight Mrs B Ryman
Pupil Support Assistant (PSA) includes PEF intervention work and dining room supervision	Mrs M Dagg, Mrs R McLaren, Mrs S Marnoch, Mrs P Martin, Mrs W Murray, Ms M Stone, Ms Y Stretton, Mrs A Wood, Mrs K Wright
Janitors	Vacancy Mr B Blackwood
Kitchen staff	Mrs L Ferguson Mrs A Swanston Mrs D Law
School patrol (Lollipop man)	Mr B Blackwood

Appendix III

School Session Arrangements 2020–2021

In-Service day	School closed for pupils	Monday 10 August 2020
School open	New session	Tuesday 11 August 2020
October holiday	School closed School open	Mon 12 - Fri 16 Oct 2020 Monday 19 October 2020
In-Service day	School closed for pupils	Thursday 12 November 2020
In-Service day	School closed for pupils	Friday 13 November 2020
St Andrew's Day	School closed	Monday 30 November 2020
Christmas holiday	School closed School open	Monday 21 December 2020 Tuesday 5 January 2021
In-Service day	School closed for pupils	Friday 12 February 2021
February holiday	School closed	Mon 15 - Wed 17 Feb 2021
Easter holiday	School closed School open	Monday 5 April 2021 Monday 19 April 2021
In-Service day	School closed to pupils	Friday 30 April 2021
May Day holiday	School closed	Monday 3 May 2021
Casual holiday	School closed	Monday 7 June 2021
Summer holiday	School closed	Thursday 24 June 2021
In-Service day	School closed for pupils	Monday 16 August 2021
School open	New session	Tuesday 17 August 2021

Appendix IV

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 matters, 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 V

Education Enrolment Privacy Notice

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 will do so where the law requires this.

Appendix V continued

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 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 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

Appendix V1

Healthy Eating

Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

Healthy Beginnings

Safe • Active • Included • Responsible • Respected • Achieving • Successful • Learning

Top Tips

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs - Bath, Brush, Book & Bed

What?	Why?
	<ul style="list-style-type: none"> Helps concentration Healthy Teeth Helps digestion Helps body grow and develop Healthy skin Energy

Healthy eating and physical activity are essential for positive growth and development. Healthy snacks are provided during your child's FICG journey, continue to give these types of snacks for your child to have at break times throughout primary school.



Bottles used in class should be filled with plain water only. Good hydration makes a difference to how children think, feel & function!

Contacts
 Joint Health Improvement Team: healthimprovement@borders.scot.nhs.uk
 Food & Nutrition Coordinator: Hezel.Scott@scotborders.gov.uk
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