

Our Motto

*Good, better, best, we will never rest
until our good is better and our
better is best.*

Our Vision

*For every child to reach their full potential,
enabling them to have the skills and
confidence to embrace the world we live in.*

School Handbook



Longstone Primary School

OUR VALUES

KINDNESS

RESPECT

RESILIENCE

PRIDE

CREATIVITY

A Foreword from the Executive Director of Education, and Children's Services

Dear Parents/Carers,

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents and carers as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I am pleased to introduce this brochure and hope that it will provide you with the information you need concerning your child's school.

If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Amanda Hatton

Executive Director – Education and Children's Services

Education, and Children's Services Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

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In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Lorna French

Lorna French

Head of Schools and Lifelong Learning and Chief Education Officer

Welcome to the Longstone Primary School Handbook.

Dear Parents and Carers,

Welcome to the Longstone Primary School Handbook - we are delighted to share information about our school with you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

To make our handbook easy to use the information has been divided into five different sections:-

- **Section One – Practical Information about City of Edinburgh Schools and Longstone Primary School**
- **Section Two – Parental Involvement in the School**
- **Section Three – School Curriculum**
- **Section Four – Support for Pupils**
- **Section Five – School improvement**

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact the school.

Kind regards,



Angela Pearston
Headteacher

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Contact Details

Name of Head Teacher	Mrs Angela Pearston
Name of School	Longstone Primary School
Address	Redhall Grove, Edinburgh, EH14 2DU
Telephone Number	0131 443 4743
Website	https://longstoneprimary.com
E-mail Address	admin@longstone.edin.sch.uk
Twitter	@LongstoneLPS
Depute Head Teacher	Mrs Sonia Masson
Principal Teacher	Mrs Joy Goodlet
Business Manager	Mrs Viv Betts
Administrator	Mrs Yvonne Westgarth

Organisation of the School Day

Nursery

	Mondays – Thursdays	Fridays
Start Time	0815	0815
Finish Time	1445	1215

P1-2

	Mondays – Thursdays	Fridays
Start Time	0850	0850
Morning Break	1010-1030	1035-1050
Lunch Time	1155-1245	N/A
Finish Time	1450	1215

P3-7

	Mondays – Thursdays	Fridays
Start Time	0850	0850
Morning Break	1035-1050	1035-1050
Lunch Time	1230-1315	N/A
Finish Time	1520	1205

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Term dates

Term dates for the coming years can be found at:
<https://www.edinburgh.gov.uk/schools/term-dates>

School Session Dates 2024/25

Staff resume		Monday	12 August *	2024
Staff only		Tuesday	13 August *	2024
Pupils resume		Wednesday	14 August	2024
Autumn Holiday	Schools closed	Monday	16 September	2024
All resume		Tuesday	17 September	2024
Mid-term	All break	Friday	11 October	2024
Staff resume		Monday	21 October*	2024
Pupils resume		Tuesday	22 October	2024
Term ends		Friday	20 December	2024

Staff resume		Monday	6 January*	2025
Pupils resume		Tuesday	7 January	2025
Mid-term	All break	Friday	7 February	2025
All resume		Monday	17 February	2025
Term ends		Friday	4 April	2025

The Easter break incorporates the following two holidays

Good Friday	Schools closed	Friday	18 April	2025
Easter Monday	Schools closed	Monday	21 April	2025

All Resume		Tuesday	22 April	2025
May Holiday		Monday	5 May	2025
Staff only		Tuesday	6 May*	2025
Pupils resume		Wednesday	7 May	2025
Victoria Day	Schools closed	Monday	19 May	2025
All resume		Tuesday	20 May	2025
Term ends		Thursday	26 June	2025

* Five In-Service days for all schools.

Section One

Practical Information about City of Edinburgh Schools and Longstone Primary School.

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, and that is unexplained by the parent.

Please let the school know by letter or email if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

The school office is open from 8.15am until 3.00pm Monday-Thursday and from 8.15am until 11.15pm on a Friday.

You should update the school on each day of your child's absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

Parents may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons. A supportive approach is taken to unexplained absence. However the Communities and Families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Interrupted learning due to absence or lateness has a negative impact on learning and the impact is significant when attendance falls below 90% -see the table below. You can read our absence policy on our website: [lps-attendance-policy.pdf](https://www.longstoneprimary.com/lps-attendance-policy.pdf) ([longstoneprimary.com](https://www.longstoneprimary.com))

%	SCHOOL DAYS MISSED	OUTLOOK FOR YOUR CHILD	
100%	0 Days	Excellent	Gives your child the best chance of success.
95%	9 days of absence or 1 week and 4 days learning missed	Satisfactory	
90%	19 days of absence Or 4 weeks and 4 days of learning missed	Poor	Less chance of success. Makes it harder to progress.
85%	27 days of absence Or 5 weeks and 3 days of learning missed <u>*ALMOST HALF A TERM MISSED*</u>	Very Poor	Serious implications on learning and progress.
80%	36 days of absence Or 7 weeks and 3 days of learning missed <u>*HALF A TERM MISSED*</u>	Unacceptable	
75%	45 days of absence Or 9 weeks and 1 day of learning missed <u>*ALMOST 1 WHOLE TERM MISSED*</u>	Unacceptable	

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, and the Parent Council. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by the

wearing of school uniform and school security will be improved as it will be easier to identify intruders.

School uniform with the school logo can be ordered from Borders Embroidery at <http://www.border-embroideries.co.uk/> School uniform without the school badge can usually be purchased from local supermarkets Sainsburys and Asda.

Ties can only be purchased from Borders Embroidery.

The appropriate clothing and footwear for PE is a T-shirt/joggers, shorts, sweatshirt and trainers. Please ensure that pupils are equipped to participate in the PE lessons. Football strips are not permitted.

Please also ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which often get lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

- We ask that pupils are sensible about jewellery and do not wear long dangly earrings or very expensive or chunky jewellery.
- Make-up and hair dye are not deemed appropriate for school. Acrylic nail extensions are not safe and not permitted.
- Practical, black shoes should be worn; high heels are not appropriate.
- Pupils should bring indoor shoes as often their shoes get muddy from the playing field / woodland area.
- PE Kit: shorts or joggers and t-shirt, plus a sweatshirt.
- Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted.
- No Football colours.
- No jeans or jeggings.
- Black leggings may be worn P4-7.

If you have any queries regarding the school's dress code, please contact the school office.

SCHOOL UNIFORM POLICY



PRIMARY 1-3	
Item	Colour
Shirts/Polo shirts	White
Jumpers/sweatshirts/cardigans/blazers	Burgundy
Trousers/shorts/skirts/pinafores	Grey
Summer gingham dresses	Red and White
PRIMARY 4-7	
Item	Colour
Shirts/Polo shirts	White
Jumpers/sweatshirts/cardigans	Burgundy
Trousers/leggings/shorts/skirts/pinafores (NO JEANS or JEGGINGS)	Black
PRIMARY 7	
Item	Colour
Hoodie	Colour decided by the P7s each year
Trousers/leggings/shorts/skirts/ culottes (NO JEANS or JEGGINGS)	Black
FOOTWEAR across all years should be BLACK	

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Governments food and drink legal requirements in both primary and secondary settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.

All our menus are nutritionally analysed and new dishes trialled by pupils prior to menu launch

- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified
- We believe in sourcing food with provenance and aim to increase our spend with Scottish suppliers every year

The catering service supplies meals for pupils by following the special diet policy – more information on menus/ special diets and prices can be found here;

<https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools>

Free School Meals and Clothing Grants

From 1 April, it is anticipated that children and young people will be eligible to receive free school meals through targeted provision if their parents or carers are in receipt of any of the following:

- Income support;
- Income-based Job Seeker's Allowance;
- Income-based Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- Universal Credit (where their monthly earned income is not more than £796);
- Child Tax Credit, but not Working Tax Credit, where their income is less than £19,995
- Both Child Tax Credit and Working Tax Credit where their income is not more than £9,552.

The Regulations which seek to amend the eligibility criteria for recipients of both Child Tax Credit and Working Tax Credit, or Universal Credit, can be viewed through the following web link: [The Education \(Scotland\) Act 1980 \(Modification\) Regulations 2024 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2024/12/section/1)

Children in P1-P5 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

One clothing grant per year, per child, is paid into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

Information on free school meals and clothing grants and how to apply **is available on the website:** <https://www.edinburgh.gov.uk/schoolgrants>

Travel to and from school

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exits or in any location which causes an obstruction.

Parents are not permitted to park on or drive up the school drive at any time.

We encourage pupils to walk or take their scooters or bikes to school. There is a bike shed and scooter pods where pupils can leave bikes and scooters (they must have a lock). Bikes and scooters must not be cycled in the playground or in the school grounds, nor should they be left over night.

For safety, parents and children should enter/exit the school grounds by the playground gates and not the driveway gates. When walking on the driveway, parents, visitors and children must use the pedestrian walk way.

Periodically, our Junior Road Safety Officers and a member of staff survey the safety of travel to and from school, including parking around the school.

We have a School Travel Plan which can be read here:

<https://longstoneprimary.com/school-travel-plan/>

General supervision

Before school begins supervision is parental responsibility, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals support staff supervise the children. There is always access to the building and toilets, and the children are made aware of this.

After School Club and Breakfast Club

There is a breakfast club and after school club in Longstone Primary. These are not run by the school so, for more information, contact them directly

jc@inspiresportscoaching.org

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Everybody calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please contact the school office.

Wet weather arrangements

We are an 'all-weather school' and encourage our pupils to play out in all weathers. We live in Scotland and have many days of wet, cold weather! We therefore ask that pupils come to school 'dressed' for the weather so that they can enjoy the fresh air, in comfort, whatever the weather.

In very poor weather conditions pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

Children who go home for lunch should, where possible, return as late in the lunchtime as possible

Unexpected closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

All parents will be texted. In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account

www.twitter.com/Edinburgh_CC and Facebook page
www.facebook.com/edinburghcouncil.

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Education and Children's Services Department has prepared and has continuing development

of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

Information about how we manage pupil data in schools/ELC settings

Longstone Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Longstone Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Longstone Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, Longstone Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up. You can read our Child Protection policy on our website: [lps-child-protection-policy.pdf \(wordpress.com\)](#)

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a ‘hub’ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed

website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

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

School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Services provided :Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health

- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhslothian.scot/SchoolNursing>

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.



Head Lice

We follow the 'National Guidance on Managing Head Lice Infection in Children' which is now available on our website for you to read.



What are Head Lice?

Head lice are six-legged wingless insects that live on the hair close to the scalp. Head lice infection is common. Anyone can get them no matter how clean their hair is or how long it is.



Detection

This is best done by 'wet combing' – wash the hair, apply conditioner then comb through with a fine-tooth detection comb. Check the comb for lice after each section. Parents are advised to do this weekly and, if head lice are found, all other family members should be checked.

Treatment

Once infection is detected, there are two treatment approaches. One option is the use of insecticide lotions and an alternative is removal by wet combing, sometimes called 'bug busting'. Both methods require continued combing to remove any unhatched eggs. These are all available on the Minor Ailment Service from your pharmacist, or free on prescription from your doctor. You can also buy them over the counter at your local pharmacy.

If a child still has head lice following full treatment, parents should take them to a health professional to establish whether it is a re-infection, or if previous treatment has not been effective.



Alert Letters

National guidance states that 'alert letters' should **not** be sent out by schools. This is because:

- Alert letters are not routinely sent out for other infections
- Most schools are likely to have a few pupils with head lice at any one time; therefore, an 'alert' letter could potentially be required every day
- Alert letters can lead parents to believe there is an outbreak when only one child may be affected; those parents might treat their child preventatively which is not advised.

Procedure

Where a child appears to have head lice, the parents of that child will be informed and given advice, if required, on how to treat head lice.

National guidance is to advise parents that children **do not need to stay off school** if they have head lice **nor can they be sent home** by the school for having head lice due to the potential impact on the child's self-esteem as well as disruption to learning.

The school will send out 'Bug-busting' notes regularly – and at least twice a term - to all families.

Link to **Health Scotland's Head Lice Advice**

[Head lice and nits | NHS inform](#)



Sun Protection

Our children play outside whatever the weather which means in sunny weather they are at risk of sun damage if not protected. In sunny weather, parents should:

- ✓ Apply sun cream on their child in the morning.
- ✓ Ensure their child is wearing protective clothing (e.g. hat, long sleeves).
- ✓ Send sun cream in with their child if they would like them to reapply the sun cream during the day (P1-7). *Sun cream should be clearly labelled with child's name and class and a note should also be written to the teacher letting them know.*
- ✓ Nursery parents MUST send sun cream in with their child which will be reapplied after lunch daily by staff.
- ✓ Let the school know if they wish their child to stay out of the sun at any time during the day.
- ✓ Make sure their child brings a water bottle (filled with water) to school every day.

School staff will contact parents if they are concerned about their child's exposure to the sun. *Please make sure that the office has an up-to-date phone number and up-to-date information about any allergies.*

Medicine Administration

If you need your child to be given, or have access to, medicine whilst in school, please speak to the school office who will give you the correct form to complete.

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation. Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Use of social media

Longstone Primary School understands the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

E-safety Policy – Mobile Phones Our Policy

- Mobile devices must be switched off before entering the school building.
- Mobile devices must be handed in by pupils to their class teacher at the start of the school day.
- Mobile devices will be returned to pupils at the end of the school day.
- If attending a club, mobile devices must not be switched on in the club.
- Mobile devices must not be switched on at the end of the day until pupils have left the building.
- If a pupil needs to use a phone during the school day or before attending a club, they must go to the school office and use the school's phone.
- If a pupil does not follow the policy, their parent/carers will be contacted.

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

Other School Policies

Please refer to our school website for our policies [Policies – Longstone Primary School](https://longstoneprimary.com/Policies%20-%20Longstone%20Primary%20School) and other important documentation and information:
<https://longstoneprimary.com/>

Section Two – Parental Involvement in the School

Parental involvement is very important as we know children and young people do better on a wide range of measures. These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better results.

This section contains information about our Learning Together Framework and how parents and carers can get involved in their child's learning.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on City of Edinburgh Council structures to support the voice of parents and carers. This includes your Parent Council and Parent Teacher Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

Connect <https://www.facebook.com/groups/connectingparentgroups> is the national organisation for Parent Teacher Associations and Parent Associations in Scotland,

Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland <https://www.npfs.org.uk> has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Children's Rights

The rights of children and young people are at the heart of our code to practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them.

Promoting Positive Relationships

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values

- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

We also want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

At Longstone Primary, we offer a warm, caring and welcoming atmosphere for all our families.

Teachers set high standards for pupils and work towards pupils achieving these, as reflected in our school motto:

Good, better, best, we will never rest until our good is better and our better is best.

Achievements are celebrated in a variety of ways; through class awards, displays, house points, Head Teachers' Awards, at assemblies, on Twitter, in newsletters and a variety of in class celebrations.

In 2018-2019, following consultation with families, staff and the community we created our Vision, Values and Aims and Curriculum Rationale. In session 2023-24 we started a process of reviewing these with our school community. Our Vision, Values and Aims are outlined below. Our Curriculum Rationale is outlined in the curriculum section.



Longstone Primary School

Vision, Values and Aims

Our School Motto

***Good, better, best, we will never rest
until our good is better and our better is best***

Our school vision is for every child to reach their full potential, enabling them to have the skills and confidence to embrace the world we live in.

This vision is one based upon our core values:

- **Kindness**
- **Respect**
- **Resilience**
- **Pride**
- **Creativity**

At Longstone Primary School we aim for everyone to:

- *Be happy safe and secure.*
- *Be equal and included.*
- *Be confident and ambitious.*
- *Be responsible for themselves and their learning.*
- *Be creative and enquiring.*
- *Be healthy in body and mind.*

We want to develop skills that enable our pupils to:

- ❖ *Grow and learn through play.*
- ❖ *Learn effectively with confidence, collaboratively and with increasing independence.*
- ❖ *Know themselves as learners.*
- ❖ *Use digital technologies to enhance their learning.*
- ❖ *Live and work in the 21st Century.*

Promoting Positive Relationships and Behaviour

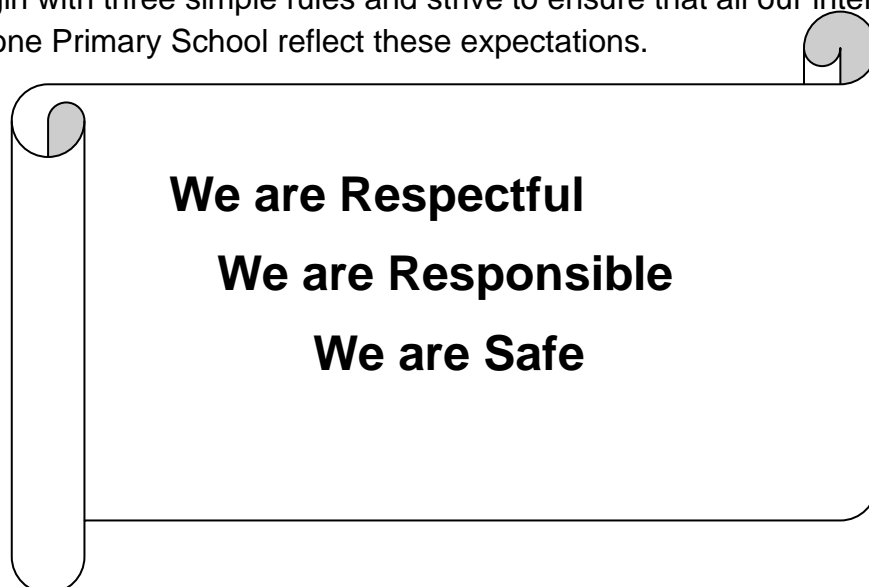
Our aim at Longstone Primary School is to work in partnership with you, our families, to ensure the best possible standards of conduct across our school community from everyone across the school staff, families and pupils alike.

We are a Rights Respecting School (Bronze Award Accredited) and as such, our approach, as well as impacted by wider policies and ethos, is particularly influenced by the rights of the child.

At the start of each school year, each class creates their own Class Charter which sets out rights and responsibilities in line with The United Nations Convention on the Rights of the Child (UNCRC) <https://www.unicef.org/child-rights-convention>. This framework sets out the fundamental rights of all children and young people and is consulted when making decisions to help guarantee that our children have a safe, healthy and happy experience at school.

We have consulted widely on the development of a school Positive Relationships Policy. We have used this process as well as the development of the school Vision, Values and aims to aid the development of the approaches and procedures within our school and in doing so, support our children to follow three clearly defined behavioural expectations.

We begin with three simple rules and strive to ensure that all our interactions at Longstone Primary School reflect these expectations.



Our rules form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their

children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

In supporting children to make good choices and to be respectful, responsible and safe we follow the three rules and reinforce positive choices and interactions through a variety of systems.

House Point System – House points awarded by all adults in school, collated weekly by house captains. There is a House Point Cup which is awarded to the winning house following sports day each year.

Green card system- Green cards are awarded to children exhibiting positive behaviour in the playground.

Recognition boards – In place in classrooms to allow teachers to recognise daily the efforts of children against the expected codes of conduct.

Positive notes – recognising children who demonstrate respect, responsibility, or being safe in the class.

Fruity Friday – Children can be nominated by any adult for ‘over and above’ conduct. Three nominations result in participation in our Fruity Fridays with a staff member also nominated for this reward.

Positive interactions and developing positive relationships with children are supportive of better learning.

In supporting children, when they make mistakes or make poor decisions, every conversation is focussed around our three rules.

Most mistakes and poor decisions are managed effectively at the class teacher level. It might be necessary to facilitate discussion and develop a supporting plan with the child if they consistently make poor choices or continue to become involved in actions which impact on the safety of others. At this point parents will be contacted to work together to resolve any challenges.

Ultimately, everyone learns best when they feel good about themselves. **Punitive approaches can reduce children’s self-esteem which can then hinder their ability to engage in their learning, including learning relating to behaviour itself.** You can read our full Positive Relationships policy on our website: [lpsps-positive-relationships-policy-final-1.pdf \(wordpress.com\)](https://www.lpsps.com/positive-relationships-policy-final-1.pdf)

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council updated their anti-bullying guidance in session 2020-21. As an authority, we are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice. We work to prevent bullying and prejudicial behaviours and attitudes, and to develop positive relationships with all members of our school communities and wider partners. This work is part of our approach to Getting it Right for Every Child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Pupil-led groups, which reflect the diversity of the school community, are working to ensure that all children have access to support, are listened to and are involved in the decisions that will continue to make their school a place which feels safe, happy and nurturing.

As a school, we are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice. Our school procedure is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote an actively anti-bullying and anti-prejudice culture in our school through preventative, pro-active and responsive approaches.

Bullying and prejudice-based behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying or prejudice-based incident. We will support children who display bullying or prejudiced behaviour to identify the feelings and views that have caused them to act in this way. We will challenge these views and support children, through education and learning, to develop alternative ways of behaving. Working together with parents is an essential part of our approach to preventing and responding to bullying. When bullying or prejudice happen it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

You can read the policy here: [procedure antibullying prejudice nov20-1.pdf \(wordpress.com\)](#)

Learning Together Framework

All parents and carers are welcomed and encouraged to:

- be involved with their child's education and learning
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

Parental Involvement

'Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners'.

Parental Involvement Act, 2006

Getting involved in the life and work of your child's school can include:

- ✓ Establishing and reviewing the Vision, aims, rationale of setting/school
- ✓ Improvement planning
- ✓ Decision-making on education matters affecting child's learning
- ✓ Developing/reviewing policies
- ✓ Organising events for families
- ✓ Using parents' skills to enhance/enrich the curriculum
- ✓ Short-life working groups
- ✓ Volunteering
- ✓ Developing the young workforce
- ✓ Parent Council/Parent Teacher Association
- ✓ Parental representation at school, local authority and national levels

Parental Engagement

Parental engagement can be considered as active involvement in learning.

Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare or schools.

Goodall and Montgomery, 2014

Your child's school will actively involve you in their child's learning. This can include

- ✓ discussions between parents/practitioners and children
- ✓ Focusing on how families can build on what they already do to help child's learning and to provide a supportive learning environment at home
- ✓ Providing clear and regular communication from school to home
- ✓ Making good use of information technology and the school website

Family Learning

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Family Learning Network, 2016

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning.

Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

Learning at Home

Learning at home recognises the vital role that parents, family members, peers and practitioners play in children's learning and development.

Review of Learning at Home 2018

The learning which happens in the home, outdoors and/or in the community, including organised or active learning opportunities

Everyday activities that families already do can be learning at home. These can include

- play
- leisure activities
 - fun events
 - sports
 - trips
 - cultural or volunteering experiences
 - school related activities such as homework, reading and sharing books.

There are many ways in which parents can be involved at Longstone. Some ways are listed below:

- Attending parent/carer information events
- Helping with activities in school
- Helping out with trips
- Helping with after school clubs
- Sharing expertise
- Joining the Parent Council (PALS – Parents at Longstone School)
- Attending class events/ presentations/assemblies
- Weekly newsletters for families, Twitter feed and updated on website

The Principal Teacher, Depute Head and Head Teacher try to be available to parents, however, if you are able to make an appointment this is often easier.

Twice in the year we send home a 'Snapshot Sway' of pupil learning. This contains photos and information about the class's learning completed in a week to allow you to see what your child's class has been learning in school and the progress being made.

Twice in the session we offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an appointment.

Please refer to the 'Reporting Calendar' on our website [Reporting – Longstone](#)

[Primary School](#) for more information on the different ways, over a year, that we share with you your child's learning and progress.

Parent views are gathered regularly, through a variety of methods such as discussion, parent council meetings and questionnaires.

There are many ways that parents can support their children in school, through helping with homework, talking about the school day and learning, helping with research about topics being studied, attending meetings and events in school.

For specific support in helping children parents should contact the class teacher in the first instance. Each term in the Term Planner sent home to families, there is a section all about how you can help the school. Sent home with this each term is a Parents and Planning sheet where we encourage you to share your ideas and contribute to your child's learning.

Parent Forum and Parent Councils

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum you can expect to –

- receive information about the school and its activities;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how your Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents and carers to volunteer or put themselves forward as representatives on the Parent Council.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents and carers
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum

- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

Our Parent Council PALS

We have a very active and supportive Parent Council called PALS (Parents At Longstone School). The current chair is Ms Cheryl Wood. You can contact PALS by emailing them: longstoneparents@gmail.com

PALS also have a Facebook page <https://www.facebook.com/Parents-at-Longstone-School-PALS-108986742593968/>

PALS also launched an app called **Classlist** on which parents and carers of children in the same class can communicate with each other.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Locality groups and the citywide Special Schools Group

Locality groups

and the citywide Special Schools Group enables Parent Councils members to get together to discuss common issues and have their views on local and citywide issues heard.

The above groups meet four times a year. There are four locality groups: north west, north east, south west and south east. There is also one citywide special schools group.

The Consultative Committee with Parents

The Consultative Committee with Parents (CCwP) is a forum that gives parents and carers the chance to discuss citywide and national issues with members of our staff and other groups.

The CCwP meets four times a year. Parent members are chosen at the meetings of the locality groups and citywide special schools group. One parent from the CCwP is put forward to take part in the Education Children Families Committee. This post lasts up to four years.

Education Children's and Families Committee

The committee has one parent representative who speaks on the behalf of parents, taking their views from their work in a school, locality group and the Consultative Committee with Parents (CCwP).

Who to ask

All questions/ requests for information can be sent to

parental.engagement@edinburgh.gov.uk

Your email will be forwarded onto the right person/department to provide the answer/support you need.

Pupil Voice Groups

Longstone Primary School has a number of pupil groups:

Pupil Council, Eco Group, Rights Respecting Schools Group, Digital Leaders, Sports Leaders and Agents for Change who help tackle inequality.

The groups usually meet regularly to discuss matters raised by the pupils.

Pupils are also involved in organising social events as well as fundraising for charities and school funds.

The school has a House system with each child allocated one of four houses: Slateford, Kingsknowe, Redhall, Juniper Green. Each house has a House Captain and a Vice House Captain. Siblings are in the same house and each house competes for house points with the winning house getting the House Shield at the end of the year. Houses usually meet every term for a House meeting organised and led by the House Captains.

Section Three – School Curriculum

Edinburgh Learns for Life –A Vision for Education



Our Vision

The Edinburgh Learns for Life vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

Curriculum for Excellence: Bringing learning to life and life to learning

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

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

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

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.

The Scottish Curriculum for Excellence covers 8 curriculum areas which can be taught through any of the four Contexts for Learning: Discrete Learning; Interdisciplinary Learning; the Ethos and Life of the School; Opportunities for Personal Achievement.

The curriculum areas are:

- Expressive Arts
- Health and wellbeing (including P.E.)
- Literacy and English
- Numeracy and mathematics
- Religious and moral education
- Science
- Social Studies
- Technologies

There are three levels usually covered by the end of Primary School, with a fourth level being taught in the first few years at Secondary School.

The majority of children should be work on and achieve levels as described in this table below:

CfE Level	Working On This Level	Achieved This Level
Early	Nursery and P1	End of P1
First	P2, P3 and P4	End of P4
Second	P5, P6, P7	End of P7

Curriculum Rationale – Longstone Primary

Bringing learning to life and life to learning.

Our Curriculum at Longstone is based on the Curriculum for Excellence (CfE) Experiences and Outcomes organised through clear progression pathways across the three levels of Nursery and Primary Education.

In 2018-2019, we consulted all stakeholders (families, children, staff and community groups) to obtain their views on the development of the curriculum and used these views to help up to build a more bespoke curriculum, tailored to our context. We changed our curriculum content to reflect many aspects of our local context e.g. geography, history, community groups and business as well as our diverse school population which includes some Forces families. Our next step is to ensure that our curriculum represents fully the diversity of our school population and we are currently undertaking a curriculum review to ensure that our curriculum is relevant and meaningful.

Learning Outdoors

One important and unique feature of our context is our extensive grounds and Millennium Forest. Our staff use our grounds for learning across the curriculum. This offers us a unique opportunity for enhancing children's experience of play in the outdoors. Through this we are able to develop skills and learning relating to curriculum areas, as well as developing children's emotional and social well-being. Throughout the year, all classes have planned learning outdoors with their teacher.

Learning Through Play

Research shows *play-based learning* has a positive and lasting impact on children's learning whilst also teaching them skills relevant to the 21st century. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and adult-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

In P1, as in the nursery, the majority of children's learning is through play. In P1, the children are also taught aspects of the curriculum – particularly in Literacy and Numeracy – discretely and they then have the opportunity to apply what they have learned in their play. Opportunities for play-based learning are also planned for all P2 and P3 pupils. Free-flow play is currently offered in P1 and P2 three sessions a week, including one session in the forest outdoors.

More information about learning can be seen on our website <https://longstoneprimary.com> or contact the Head Teacher, Depute Head Teacher or our Early Level Early Years Practitioner for more information.

More information about Curriculum for Excellence can be found at <https://education.gov.scot/parentzone/>

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils on a day-to-day basis, by agreeing the aims of an individual piece of work. Longer-term planning also takes place in a variety of forms. At Longstone Primary School teachers and Early years staff plan collaboratively with colleagues where possible to ensure consistency and progression for our children.

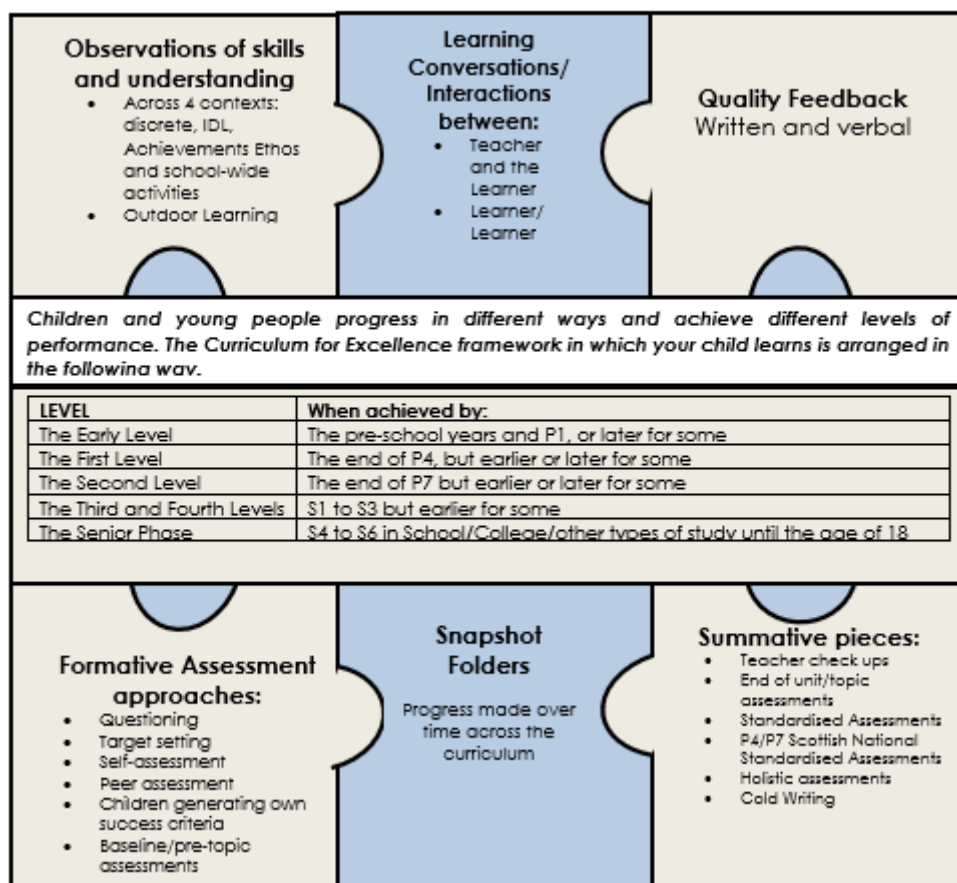
Assessment

As pupils progress through our school, teachers use a range of assessment strategies. Pupils are also involved in assessing their own progress and developing their next steps.

The most valuable form of assessment of pupils is teacher judgement, based on daily, ongoing assessments. We do also have a number of standardised assessments that we use at various points in a child's schooling which help us to assess progress, achievement and areas for development.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

The visual below shows the different ways we assess children's progress:



Home Learning

We have a clearly defined policy on home learning, which was devised in consultation with parents. You can read our policy on our website: [Longstone Primary School – Welcome to our school website](#)

Pupils are regularly given home learning to support their learning and to encourage them to become more organised and self-supporting in their learning.

Parents/carers are encouraged to help pupils with their home learning as a means of keeping up to date with the work of the class and their child's progress and to promote partnership between the school and parents/carers. Home learning provides an opportunity to consolidate what has been learned in class and makes you aware of what your child is learning and provides you with a useful discussion starter. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

Relationships and Sexual Health Programme

We use national Relationships and Sexual Health Programme form P1-P7: [Home - RSHP](#). You can view all of the materials on the RSHP website and you can view what the programme looks like at Longstone on our website: [RSHP Info for Parents – Longstone Primary School](#)

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Read, Write, Count

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

Curricular Activities

We offer a wide a range of sporting and cultural activities as possible.

Usually, there is a range of extra-curricular activities available for pupils during lunchtime and after school. Parents are informed about these by the school.

In addition, throughout the year, classes usually make educational visits to enhance pupils' learning to many different places such as museums and galleries.

In P6, all pupils usually attend a week-long Outdoor Education trip which is an excellent opportunity for children to develop their confidence, their sense of personal responsibility and their social skills.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood, and to develop effective pathways between schools and sports clubs in the local community. These opportunities are available before, during and after school, as well as in the wider community. For further information contact our Active Schools Coordinator Lorna Norman on 0131 441 4501.

Gaelic-Medium Education

Gaelic-Medium Education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups at various locations in the city. For more information visit their Facebook page [here](#).

<https://www.facebook.com/croileagan/>

Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. So that our pupils are able to develop the language skills needed to gain full benefit from our rich curriculum, Gaelic is the main language of the classroom and the school, from the earliest stages. To allow for the best outcomes for all our learners, we would usually only admit pupils later than Primary One if their skill and confidence in Gaelic language are demonstrably at a level that would allow them fully to access the curriculum and take part in school life with confidence. To be best placed to support pupils thrive in a GME environment, all parents are strongly encouraged to committing to engage with learning the language themselves. School staff are happy to advise and support families with their Gaelic learning.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Currently, pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with GME. In response to increasing demand, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary. Details relating to specific location, timescales, etc. will emerge after further consultation.

Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

For general enquiries about GME provision in Edinburgh you can contact us via our dedicated mailbox at gme@edinburgh.gov.uk

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the

Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,*
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.*
- c) the other opportunities available under this Act for the identification of children and young persons who -*
 - a) have additional support needs,*
 - b) require, or would require, a co-ordinated support plan,*
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),*
 - d) the mediation services provided*
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.*

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:
<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

*The Authority also recognises that there may be **associated difficulties**:*

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns please speak to your child's class teacher in the first instance.

English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

All of our school teachers are trained to assess pupils and identify difficulties in learning. Our teachers work in liaison with our Support for Learning teacher and the schools leadership team to identify and plan additional support for learners.

If you are concerned about your child's learning or an additional need, please contact your child's class teacher or key worker in the first instance by emailing admin.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire: www.enquire.org.uk Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 0131

- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) www.scllc.org.uk Telephone 0131 667 6633.

Pastoral Support

We have a number of supports in school for pupils' pastoral needs. Our Principal Teacher has responsibility for family support and nurture. Parents and carers can contact them any time for advice or support. We also have the Place2Be service in our school which offers support to children and their families through their counselling and play therapy services. Please contact us if you would like any more information about Place2Be.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition.

There are also details about making a placing request to another school.

Nursery Class Provision

The school's nursery class provides full time places for children aged 2-5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will usually offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who

already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools offer a high-quality educational experience and hope to work with parents and carers to support their children.

Primary to Secondary Transfer

Visits to our local secondary school are usually organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Include information about

- the arrangements in place to support pupils making transitions
- the role of parents, partners, pupils and school staff
- arrangements to support pupils with additional needs to make successful transitions.

Catchment Secondary School

Our catchment secondary school is Firrhill High School: <http://firrhillhigh.org/>

Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for their sibling. This could mean parent(s) / guardian(s) have children attending different schools.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Further information

Further information on school placing requests can be found on our website at: http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Section Five – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education, and Children's Services.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. The School Improvement Plan outlines the developments for the coming year.

These can be viewed on the school website: [School Improvement Plan – Longstone Primary School](#)

A summary of the School Improvement Plan is communicated to all families in a family-friendly summary and/or in a school newsletter. In addition, a pupil-friendly version of the plan is made and displayed in each class.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.



- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.

Glossary/Acronyms

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputies in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of

	Education	secondary school).
BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional Language. This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
CPM	Child's Planning Meeting	A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and co-ordinated. This will explain what should improve for the child, the

		<p>actions to be taken and why the plan has been created.</p> <p>The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation and the child's needs, the lead professional may also be their named person.</p> <p>The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.</p>
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
CT	Class Teacher	Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.
CYPADM	Children and Young People Acute Deterioration Management	A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the headteacher as necessary and will have responsibility for leadership and management of colleagues.
DO	Development officer	Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
D of E	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement
EAL	English as an Additional Language	A learner of English as an Additional Language is a pupil whose first language* is other than English.

OUR VALUES

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		<p>This includes children and young people:</p> <ul style="list-style-type: none"> - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home <p>* The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.</p>
EE	Enhanced enrolment	Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.
EP	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
EPG	Education Placement Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
ESOL	English for Speakers of	ESOL is studied by those whose first language is not

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	Other Languages	<p>English.</p> <p>SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools.</p> <p>ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.</p>
EYO/EYP	Early Years Officer/ Early Years Practitioner	EYOs and EYPs make up most of the staff who work in nurseries and pre-school settings in Scotland.
FE	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as well as work-based learning or in adult and community learning.
FEF	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.
FLO	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child's learning.
FSM	Free School Meals	
FTE	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.
GIRFEC	Getting it Right for Every Child	<p>A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work.</p> <p>The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.</p>
GRT	Gypsy Roma Traveller	<p>The term Gypsy, Roma and Traveller is used to describe a range of ethnic groups or people with nomadic ways of life, including:</p> <ul style="list-style-type: none"> Gypsy Travellers (English, Welsh, Scottish, Irish Romany people) Roma (more recent migrants in the UK from Central

		and Eastern Europe) The term Traveller can also refer to groups that travel (e.g. New Travellers, Boaters, Bargees and Showpeople) however these are not ethnic groups.
GTCS	General Teaching Council for Scotland	The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualified and GTCS registered teachers.
GUS	Growing Up in Scotland	Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HESS	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.
HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
HNC/ HND	Higher National Certificate/ Higher National Diploma	Higher National Certificate (HNC) and Higher National Diploma (HND) are advanced qualifications equivalent to the first two years of study at university. They are offered by colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
HT	Head Teacher	Also known as a rector, the headteacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: <ul style="list-style-type: none"> - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the use of whiteboards - as an administrative tool.
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should

		be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.
LAC	Looked After Child	<p>Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'.</p> <p>There are many reasons children may become looked after, including:</p> <ul style="list-style-type: none"> • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system
LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women	A teaching union.

	Teachers	
NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	<p>National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university.</p> <p>In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is.</p> <p>In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.</p>
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
OT	Occupational Therapist	<p>Occupational Therapists can help people with practical tasks if they are:</p> <ul style="list-style-type: none"> - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems <p>They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.</p>
PEEP	Personal Emergency	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or

	Evacuation Plan	reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	<p>Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge.</p> <p>Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their judgement to support other children in their school who are affected by poverty.</p> <p>For every child that is registered, the school will receive £1,200 in addition to their normal budget.</p> <p>The Headteacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.</p>
PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.
PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA	Pupil Support Assistant	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.

PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Education Improvement Officer	Usually a local authority officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	
RSHP	Relationships, Sexual Health and Parenthood	
SAC	Scottish Attainment Challenge	<p>The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap.</p> <p>It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.</p>
SALT/SaLT/S LT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational	SCEL supports teaching staff by providing access to high quality leadership programmes of training.

	Leadership	
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
SLS	School Leaders Scotland	A union for headteachers and depute headteachers.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the headteacher and depute head teachers; may also include the business manager and principal teachers.
SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish

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	Committee for Teachers	Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SORT	School Operations Risk Toolkit	A risk framework to manage all risk assessments and guidance required in association with the response to Covid-19.
SQIP	Standards and Quality and Improvement Plan	<p>The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils.</p> <p>Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.</p>
SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
UCAS	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.
UNCRC	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
VOICE		A teaching union
VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.

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VSE	Validated Self-Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YAD	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
YPPM	Young Person Planning Meeting	See CPM

The information in this school handbook is considered to be correct at the time of publication, May 2024, however, it is possible that there may be some inaccuracy as the school year progresses.

Parent Feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: _____

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.



Angela Pearston - Head Teacher