LONGSTONE PRIMARY SCHOOL
VISION

To nurture all our children, so they can thrive in their learning and contribute to their communities, now and in the future.

School Handbook

Longstone Primary School

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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 for session 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 of Children, Education & Justice 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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getting it right for every child

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

getting it right for every child

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 to 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.

getting it right for every child

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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,

Sonia Masson
Headteacher

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Longstone Primary Contact Details

Name of Head Teacher	**Mrs Sonia Masson**
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**
X (formerly)Twitter	**@LongstoneLPS**
Depute Head Teacher	**Mrs Joy Goodlet**
Principal Teacher	**Miss Charlotte Campbell**
Business Manager	**Mrs Carlene Marquez**

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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	1015-1030	1015-1030
Lunch Time	1200-1245	N/A
Finish Time	1450	1215

P3-7

	Mondays – Thursdays	Fridays
Start Time	0850	0850
Morning Break	1015-1030	1015-1030
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

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YOUR COUNCIL – YOUR FUTURE

School Session Dates 2026/27

Staff resume		Monday	10 August *	2026
Staff only		Tuesday	11 August *	2026
Pupils resume		Wednesday	12 August	2026
Autumn Holiday	Schools closed	Monday	14 September	2026
All resume		Tuesday	15 September	2026
Mid-term	All break	Friday	9 October	2026
Staff resume		Monday	19 October*	2026
Pupils resume		Tuesday	20 October	2026
Term ends		Friday	18 December	2026

Staff resume		Tuesday	5 January*	2027
Pupils resume		Wednesday	6 January	2027
Mid-term	All break	Friday	12 February	2027
All resume		Monday	22 February	2027
Good Friday	Schools closed	Friday	26 March	2027
Easter Monday	Schools closed	Monday	29 March	2027
All resume		Tuesday	30 March	2027
Term ends		Friday	2 April	2027

Edinburgh Spring Holiday	Schools closed	Monday	19 April	2027
All Resume		Tuesday	20 April	2027
May Holiday		Monday	3 May	2027
Staff only		Tuesday	4 May*	2027
Pupils resume		Wednesday	5 May	2027
Victoria Day	Schools closed	Monday	24 May	2027
All resume		Tuesday	25 May	2027
Term ends		Tuesday	29 June	2027

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows:

	Pupils	Staff
Term 1	86	89
Term 2	56	57
Term 3	48	49
Total	**190**	**195**

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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 8.30am until 3.20pm Monday-Thursday and from 8.30am until 12pm 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 from minority ethnic religious communities 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

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%	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 *ALMOST HALF A TERM MISSED*	Very Poor	Serious implications on learning and progress.
80%	36 days of absence Or 7 weeks and 3 days of learning missed *HALF A TERM MISSED*	Unacceptable	
75%	45 days of absence Or 9 weeks and 1 day of learning missed *ALMOST 1 WHOLE TERM MISSED*	Unacceptable	

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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 items can be plain or embroidered with the school logo.

Parents and Carers have choice of buying these clothing items from a range of suppliers including supermarkets, such as Asda and Sainsbury's stores and specialist suppliers like BE Uniforms.

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.

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.
- 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.
- Acrylic nails are not permitted, for safety reasons.

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

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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**	

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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 & Clothing Grants

Families on low income can get school grants to help with the cost of lunches and school clothing.

All children in primary 1 to 5 receive free school meals, regardless of your income or benefit status. However, if you meet any of the following conditions you will be eligible to receive

- free school meals for your children in P6, P7 and in secondary school
- payment for lunches during school holidays
- free milk
- a school clothing grant payment of £120 for each primary child and £150 for each secondary child, paid once a year into your bank account

You must receive one of the following benefits:

- Universal Credit (where your monthly earned income is not more than £726)
- 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
- Child Tax Credit, but not Working Tax Credit, and your income is less than £18,725

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- Both Child Tax Credit and Working Tax Credit and an income of up to £8,717

Your child might still get school grants if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

School grants are valid for **one school year**. The entitlement ends if your child leaves school before the end of the school year.

Information on school grants and how to apply is available on the website:
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.

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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

Clubs

Each term the Active Schools Coordinator publishes the clubs flyer which is emailed to families. Some of these are free and, for paid clubs, funding is available for families meeting certain criteria. Please contact the school's Active Schools Coordinator for more details: lorna.norman@ea.edin.sch.uk

Each session at Longstone Primary School, pupils in P6 receive leadership training to enable them to run lunchtime clubs. Pupil-led lunchtime clubs are free to attend.

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.

Normally, anyone 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.

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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 Communities & Families 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

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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.

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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.

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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

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- Transitions

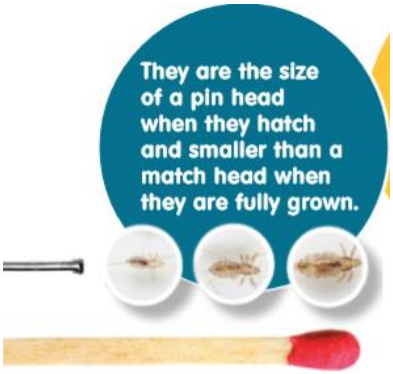
How to Refer
Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing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

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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 information**: Head lice and nits | NHS inform

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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.

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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/carer will be contacted.

Additional School Policies

Please refer to our school website for our policies and other important documentation and information: https://longstoneprimary.com/

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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.

School Ethos

Longstone Primary offers a warm, caring and welcoming atmosphere for all our families.

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

Last session 2025-2026, following consultation with families, staff and the community we refreshed our Vision, Values and Aims. Our Vision, Values and Aims are outlined below. Our Curriculum Rationale is outlined in the curriculum section.

Vision and Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

LONGSTONE PRIMARY SCHOOL VISION

To nurture all our children, so they can thrive in their learning and contribute to their communities, now and in the future.

LONGSTONE PRIMARY VALUES

We are **KIND**

We **INCLUDE EVERYONE**

We are **CREATIVE**

We always **GIVE OUR BEST**

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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 and Values to aid the development of the approaches and procedures within our school and in doing so, support our children to follow clearly defined behavioural expectations.

Our values form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss our 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 we remind pupils to be kind, include everyone and always give their best to 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.

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

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 school values.

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: lsps-positive-relationships-policy-final-1.pdf (wordpress.com)

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 equalities 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 ~~to~~ which feels safe, happy and nurturing.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. 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 anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

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Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying 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)

Parental Involvement

Parental involvement describes ways in which parents can get involved in the life and work of their child's school. Parental engagement is about parents' interaction with their children's learning. Schools and partners can play a vital role in supporting families to do this effectively by:

- enabling ongoing, two-way communications between home and school;
- supporting parents to contribute to school improvement and making decisions that affect the school;
- using the skills of parents to enrich the curriculum where appropriate; and
- providing opportunities for families to come together and engage with learning

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

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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.

Aims and Rationale for Parental Involvement in the School

The purpose of our strategy is to ensure excellence and equity in parental involvement and engagement within our schools. It will ensure:

- we have the capacity and skills to support parental involvement and engagement;
- involvement and engagement is monitored and evaluated;
- effective communication is in place between home and school;
- parents can see how their involvement is influencing school improvement;

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- we provide appropriate opportunities to involve all parents, whatever their ability, background or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their children;
- all staff who work with children and young people see the importance of engaging and working with parents.

We welcome parental involvement and engagement, as research has shown that when parents are involved children do better in school.

All parents 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.

There are many ways in which parents can be involved at Longstone. Some ways are listed below – *please note that many of these are currently subject to restrictions:*

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

Within the year we share children's learning by sending home a 'Snapshot Sway' of pupil learning. We also offer an opportunity for families to come into school to a class 'shared learning' event. Our 'Snapshot Sway' 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. The 'Shared Learning' event might showcase an area of learning as an assembly, or a class-based event.

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 all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- 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 the 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 to volunteer or put themselves forward as representatives on the Parent Council.
Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

The main aims of the Parent Council are:

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- To support the school in its work with pupils
- To represent the views of parents
- 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

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

Connect is a charity which supports Parent Councils and works with local authorities. The City of Edinburgh Council pays for all Edinburgh Parent Councils to have membership of Connect.

Connect are committed to making family engagement in children's learning and school lives as good as it can be. They work with parents and educators, providing information, advice and training.

https://connect.scot/

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

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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, and a mainstream group for the parents of children with an additional support need.

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. Two parents from the CCwP are put forward to take part in the Education, Children and Families Committee. This post lasts up to two years.

Education Children's and Families Committee

The committee has two parent representatives 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 and Agents for Change who help tackle inequality.

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

Pupils are also 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

Edinburgh Learns for Life –A Vision for Education

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.

School Curriculum

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.

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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.

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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

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.

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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.

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 have an Equalities group who will be looking at that.

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.

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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 and P2, children experience learning across many areas of the curriculum through play-based approaches. 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. Play is currently offered in P1 and P2 three sessions a week, including one session in the 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.

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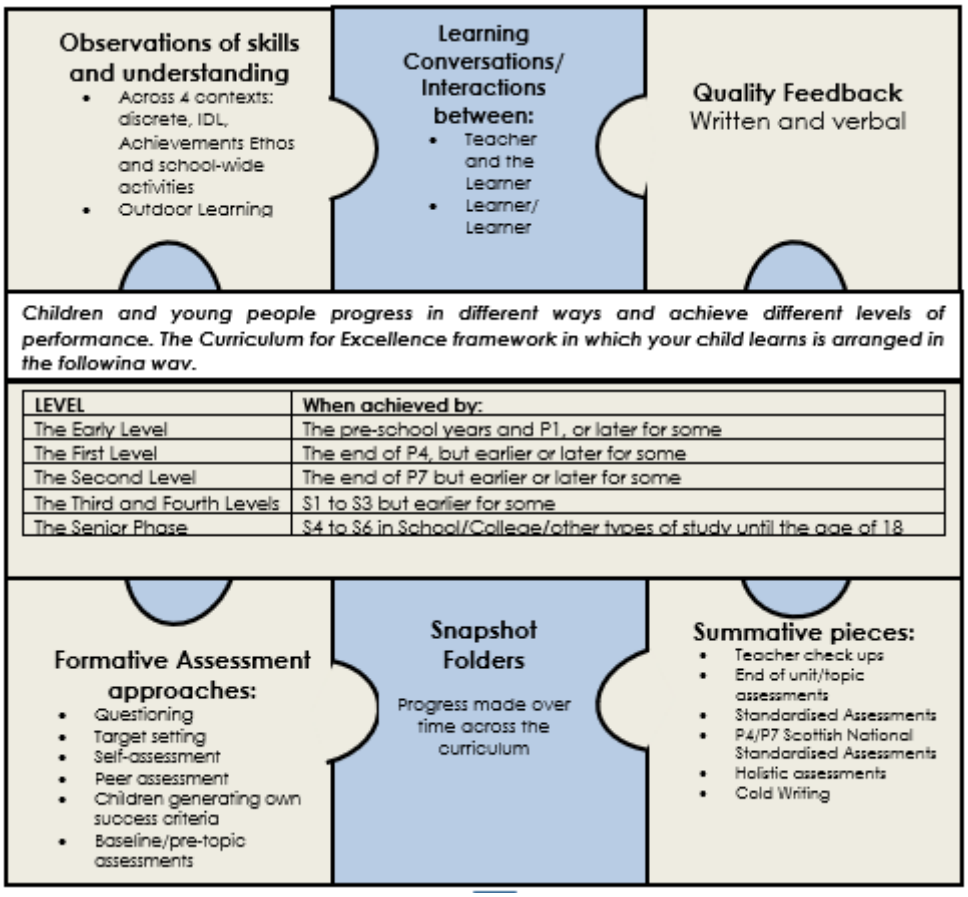
The visual below shows the different ways we assess children's progress:



Home Learning

This year we are hoping to review our home learning policy by consultation across stakeholders.

We currently follow 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

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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 ESHP website and you can view what the programme looks like at Longstone on our website: Longstone Primary School – Welcome to our school website

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.

First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: https://www.readingchallenge.scot/

Extra-Curricular Activities

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

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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 P7, 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. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator – Lorna Norman 0131 441 4501

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

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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 it's 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

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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 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) www.sclc.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, or if your child is coming to school from one of our Partner Provider Nurseries or childminders, a transition report for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. In addition, we support this important transition through

a planned transition programme involving class visits, information sessions for parents and enhanced transition for children who may benefit.

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.

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If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. 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

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Section Five

School Improvement

Longstone Primary - School Improvement

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. https://longstoneprimary.com

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.

Parentzone SCOTLAND

- **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.

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- **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.

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Glossary

CFE	Curriculum for Excellence
ASN	Additional Support Needs
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)

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

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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.

Sonia Masson - Head Teacher

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