

Auchterhouse Primary School



Handbook 2008/2009



'This document is available in alternative formats'

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INTRODUCTION TO PARENTS/GUARDIANS

Welcome to Auchterhouse Primary School

Auchterhouse Primary School occupies a very attractive open site on the edge of Kirkton of Auchterhouse, which nestles at the foot of the Sidlaw Hills some eight miles from Dundee.

This booklet is designed to introduce the school to you and encourage you to continue the valuable links between home and school. All the details contained are correct at the time of printing, but some changes may take place throughout the coming session.

Peter D Ferguson
Head Teacher

SCHOOL DELINEATED AREA

2



2) DELINEATED AREA

Auchterhouse Primary School catchment area consists of the village of Kirkton of Auchterhouse with its surrounding small farm settlements and the community of Hosie Park.

Large in area, but sparse in population, the school catchment is bounded by those of Newtyle to the North West, Tealing to the East, Strathmartine to the South East and Birkhill to the South.

3 FACTUAL INFORMATION

School Name: Auchterhouse Primary School

Address: Kirkton of Auchterhouse, by Dundee, DD3 0QS

Telephone: 01382 320373

Fax: 01382 320373

E-mail: auchterhouse@auchterhouse.angus.sch.uk

Web-site:

Class Stages: Nursery-P7

Present Roll: 57 including nursery class

Address of Education Department: -

Director of Education
Angus House
Orchardbank Business Park
FORFAR
DD8 1AE

Tel. 08452 777778

Fax. (01307) 461848

E-Mail - Education @ Angus.gov.uk

Staff include:

Mr Peter D Ferguson BEd. Cert.Ed.

Mr Ferguson is responsible for the day to day administration, organisation and management of the curriculum, general pastoral care and guidance, including school discipline and the maintaining of close links with parents and the community.

Teachers

Mrs Stott, teaches (P4/7) for 0.8 of the week and is responsible for Eco throughout the school.

Mr Ferguson has a teaching remit with both classes.

Mrs Smith mainly teaches (P1-3) and is responsible for Enterprise & Health Promotion throughout the school.

Visiting Specialist Staff

| | | |
|----------------------|-----------------|------------------------|
| Physical Education | Mrs K Martin | Two afternoons monthly |
| Music | Mrs K Fairlie | One afternoon monthly |
| Art | Mrs F Whitehead | One morning monthly |
| Support for Learners | Mrs M Rae | One day weekly |

Ancillary Staff

Mrs G. McMahon is the school Clerkers/Classroom Assistant/Auxillary.

Mrs M. Menzies is the Support for Learning Assistant.

Mrs I. Melvin is also the Support for Learning Assistant.

Mrs J. Morton is the School Cook.

Mrs G. Blake is the School Cleaner.

Mr A. Leggatt is the School Janitor

Early Years Practitioners

Ms J. Dolan is the full time EYP in the nursery.

Ms A. Anderson is the Senior EYP for 0.2 of the week in the nursery.

4 SCHOOL AIMS

1. To help the children to acquire and develop positive attitudes to learning, to relationships with other, to the school and community.
2. To help children to foster personal fulfillment through meaningful participation in worthwhile learning experiences.
3. To help children acquire, develop and use knowledge, skill and understanding in literacy, numeracy, mathematical thinking and scientific enquiry.
4. To help children to acquire and develop an understanding and appreciation of themselves, the local environment, the changing world and its people.
5. To help children have respect for the wide diversity of religious, social and moral values in a multicultural world.
6. To help children to think and act for themselves by means of active and ongoing approaches.
7. To help children express their feelings and emotions through language, music, drama, art and design, dance and movement.

The desired outcome of the educational process would be an informed, socially aware, healthy and confident individual.

5 VISITS OF PROSPECTIVE PARENTS

TRANSFERS

Where Parents are considering a possible transfer to Auchterhouse, they are very welcome to visit the school by arrangement with the Head Teacher.

P1 INTAKE

Parents of prospective new entrants to Auchterhouse are invited, with their children, to visit the school on at least one occasion during the summer term.

SCHOOL DATES

| | |
|-------------------|---|
| Term One Starts | Monday 18 August 2008 (staff only) |
| Term One Ends | Tuesday 19 August 2008 (pupils) Friday 3 October 2008 |
| Term Two Starts | Monday 20 October 2008 |
| Term Two Ends | Friday 19 December 2008 |
| Term Three Starts | Monday 5 January 2009 |
| Term Three Ends | Friday 3 April 2009 |
| Term Four Starts | Monday 20 April 2009 |
| Term Four Ends | Wednesday 1 July 2009 |
| In-Service Day | Monday 18 August 2008 |
| In-Service Day | Friday 28 November 2008 |
| In-Service Day | Monday 1 December 2008 |
| In-Service Day | Tuesday 17 February 2009 |
| In-Service Day | Friday 22 May 2009 |
| May Day Holiday | Monday 4 May 2009 |
| Mid Term Holidays | Friday 13 February 2009 & Monday 16 February 2009 |

6 ORGANISATION OF SCHOOL DAY

| | | |
|----------------------|--------------------|--------------------|
| School Hours | Morning Session | 9.00am to 12.30pm |
| | Morning Interval | 10.30am to 10.50pm |
| | Afternoon Session | 1.30pm to 3.30pm |
| | Afternoon Interval | 2.30pm to 2.40pm |
| Nursery Hours | Morning Session | 9.00am to 11.30am |
| | Afternoon Session | 1.00pm to 3.30pm |

7 SCHOOL UNIFORM

There is a school uniform which encourages a standard of neatness, tidiness, self-discipline and pride in the school.

All articles of clothing should be named; this includes shoes, coats, wellingtons, gloves, ties etc.

Children who are new to Primary One should be encouraged to dress themselves in order to be able to change reasonably quickly for gym. This should be borne in mind by parent choosing the best type of gym shoes e.g. elastic gusseted slip-ons are quickest (and probably the cheapest too).

When money is brought to school it should be kept in a purse or en rather than loose in a pocket or school bag. For reasons of safety and hygiene, the wearing of personal jewellery, such as ear-studs, ear-rings, necklaces etc. is not allowed in all gymnastic lessons and they should not be encouraged in general as all children are active at playtimes etc.

No football colours are allowed.

SCHOOL UNIFORM

School Sweatshirt & Polo-shirt - (avail. through school)
white
Shirt – white, grey or blue
School Tie – (available from Schoolwear Shop)
Grey or Navy Trousers/Skirt or Pinafore
Navy Fleece/Jacket/Hat & Scarf – (avail. through school)
Grey or Navy Socks or Tights
Black shoes

GYM WEAR

School T-shirt/Plain

Shorts
Gym Shoes

8 SCHOOL CLOTHING GRANTS

If parents are in receipt of Income Support, Job Seekers Allowance (Income Based) or Tax Credits (if you receive Child Tax Credit only, your annual income must be less than £14,495 and if you receive Working Tax Credit your annual income must be less than £15,050), the Education Authority will consider one application per financial year for a grant towards the cost of purchasing essential clothing/footwear to enable each child, up to the age of 16, to attend school. All grants in respect of clothing allowance will be paid by cheque and applicants should hold a current bank/building society/post office account.

Application forms are available from the school office or Angus Council, Education Department, Angus House, Orchardbank Business Park, Forfar, DD8 1AE, Tel: 08452 777 778.

9 CURRICULUM

Parents may find the school day quite different from their own experiences. There are five basic elements in the formal curriculum, Mathematics, Language, Environmental Studies, Expressive Arts and Religious, Social and Moral Education. These overlap with each other and play their part along with leisure activities to provide the children with an appropriate level of Education. Having a small number of children at the school ensures personal attention and guidance with programmes of work designed to meet the individual needs of each child. There are many changes taking place in education and hopefully parents will be better informed of the elements of our curriculum from the following short descriptions.

MATHEMATICS

Knowledge and understanding of number, measurement, shape, space, pattern and data handling are all of fundamental importance and central to children's learning. The development of knowledge, understanding and skill, computation both written and mental each have a high priority. There will be many opportunities for the application and practice of the mathematical skills in real situations and their use in problem solving. The use of calculators and computers make a contribution to the development of children's mathematical skills.

LANGUAGE

Reading, writing, speaking and listening are of fundamental importance and central to children's learning. The curriculum should equip children with a working knowledge of the structure of language and an ability to use it accurately. Through planned and graduated use of stories, plays, poems and visual media, children should be introduced to the range, power and variety of English as a means of expression and taught how to respond to its different forms and purposes with discrimination and growing critical awareness. Children in primaries 4-7 are also taught French for an average of one hour per week.

ENVIRONMENTAL STUDIES

Environmental Studies stimulates children's awareness and understanding their own environment and their place within it, enable them to learn about factors which have shaped it and develop their knowledge of other peoples places and times. It will provide a development of children's knowledge of history, geography, science, technology and also of health and home economics. Teaching of environmental studies should give children opportunities to use and develop their skills in language and mathematics, to develop investigative and practical skills and powers of expression, and to acquire positive attitudes and values.

EXPRESSIVE ARTS

Drama, music and art stimulate the imagination and develop children's emotional and aesthetic responses. Physical education develops both functional and expressive movement and gives an appreciation of the benefits of healthy living and of physical fitness.

RELIGIOUS AND MORAL EDUCATION

Religious education is a vital element of a child's education as all children should be aware of the significance of religion, both to the individual and to society and should be able to develop a sense of spiritual and moral values.

For the majority of pupils, these objectives will be achieved through a programme of religious education which is firmly based on experience of Christianity.

Religious education should be sensitive to the beliefs of others both for reasons of personal development, and to extend children's learning and experience.

Opportunities for the development of moral values are present in virtually every aspect of the curriculum. By the establishment of a caring atmosphere and by the emphasis on good personal relationships, the ethos of the school will be an important element in developing appropriate moral values and a sense of collective and individual responsibility.

10 EXTRA-CURRICULAR ACTIVITIES

The school enjoys a large tarmac area of playground to the front of the school, which has been attractively marked out for games for the children. There are extensive grass areas, which are used for outdoor games in the good weather. The village hall is used for P.E. on a weekly basis. There is a Primary 4-7 football team which participates in inter-school games.

The older children visit Monifieth High School for a 12-week block of swimming each year.

The school arranges outings to theatres and many places of interest. Groups covering everything from drama to opera to Scottish traditional music, occasionally visit the school or else the children are taken to a larger venue with children from other rural schools.

Parents run an after school sports club for P4/7 pupils.

The Angus Library van visits the school every second Friday throughout the year and children are encouraged to take books for recreational reading. The school regularly puts on concerts at Christmas and at other times of the year. There are a number of social events, which include parents and family members.

11 DISCIPLINE

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in producing this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Children agree upon acceptable standards of behaviour in school (Golden Rules) and children are rewarded with a maximum of half an hour choosing time (Golden Time) for keeping these rules. Breaking of the rules leads to a reduction in choice time. In addition to this aspect of positive behaviour management, teachers will use a number of additional incentives and rewards such as stickers, group prizes and individual certificates.

At Auchterhouse we aim to value examples of positive behaviour and minimise the impact of any behaviour that is less than the agreed standard.

12 SCHOOL RULES

The general rules of the school can be summed up as follows: -

1. All members of the school should place high value upon themselves, others and the environment.
2. All pupils are expected to work hard, listen carefully, be polite and behave in a suitable manner at all times.
3. All pupils must act upon any instruction given by an adult in a position of trust and responsibility in school or under school jurisdiction.
4. During inclement weather, children are taken into school and are trusted to behave in an appropriate manner.
5. Older children are encouraged to take care of younger children and be mindful of their needs.

13 SCHOOL COSTS & ATTENDANCE

Pupil Absences: Revised Management Procedures

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviour of adults.

Whilst it should be noted that there has been no such instance occurring within Angus it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements

for monitoring the care and welfare of all children and young people.

With that specific aim in mind, the Education Authority has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Attendance

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- ⌚ if your child is unable to attend school through illness please telephone the school between 9.00 and 9.45 am on the first day of his/her absence.
- ⌚ if you would find it more convenient to send in a note via your child's brother or sister or a friend that would also be acceptable.
- ⌚ if your child becomes unwell at lunchtime and is unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- ⌚ when you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- ⌚ on your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Planned Absence

- ⌚ parents are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents are asked to provide the Head Teacher with information of the dates when the child is to be absent from the school in good time.
- ⌚ except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

Contact Details

- ⌚ parents are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

14 HEALTH CARE

Please write to us if your child has a specific medical condition.

Mrs. McMahon (School Auxiliary) attends to first aid and we have regular visits from the doctor, nurse and dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, working in partnership with parents and teacher, carries out assessments to ensure the best level of health for all school children.

Primary 1

Parents are asked to return a completed health questionnaire. The School Nurse checks vision, height and weight for all children. Health interviews will then be carried out either by the school nurse. Hearing is no longer checked in school.

Primary 7

All parents are asked to return a completed health questionnaire following which colour vision will be checked. An opportunity to discuss health problems with the School Nurse is offered.

Children with an identified health need may be seen more frequently.

HOW CAN PARENTS HELP?

1. Contact the school or School Health Service if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative
4. If you feel that a problem has not been solved, please let us know.

YOU CAN CONTACT YOUR SCHOOL HEALTH STAFF AT: -

School Nurse

Mrs Margaret Murray
Ardler Clinic
Turnberry Avenue
Dundee
DD2 3TP
Tel: - 01382 825192

THE PROGRAMME OF ROUTINE DENTAL INSPECTION OF SCHOOL CHILDREN

Tayside Community Dental Service will be inspecting P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date. Immediately after the inspection, parents will be informed in writing of their child's caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

15 TRANSPORT

The Authority will provide transport for primary school pupils living over 2 miles from their delineated area schools. Bus passes are issued to pupils where suitable public transport exists, and contract transport is arranged where there is no suitable public transport. Vacant seats on contract vehicles may be allocated to pupils on a concessionary basis.

Where a parent who resides less than two miles from the delineated area primary school considers that on grounds of safety the journey to school is unreasonable for her/his child to undertake when accompanied by a responsible adult, she/he may apply to the Director of Education for consideration to be given to the provision of transport. This applies only where no suitable public transport is available.

Application forms are available from the school office, Angus Council, Education Department, Angus House, Orchardbank Business Park, Forfar, DD8 1AE, Tel: 08452 777778 or alternately they are available online.

The Education Committee may also consider requests for transport involving exceptional circumstances.

Special Schools and Bases

The Authority may provide free transport where necessary for pupils who attend a resourced school proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided.

16 SCHOOL MEALS

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

Self-service

School lunches are provided by Tayside Contracts and are well balanced with a good selection of bread, vegetables fresh fruit, milk and fruit juice being available daily. Mrs. Morton, our school cook prepares all meals on the premises and the quality and quantity of food is excellent. Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.

However, some pupils prefer a packed lunch. We think a well balanced packed lunch with tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. A pure fruit drink or mineral water is better than drinks with a high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage young people to enjoy food which is both attractive to them and nutritionally sound whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Free school meals are available to all pupils whose parents are in receipt of Income Support and/or Job Seekers Allowance (income based) or Tax Credits (if you receive Child Tax Credits only and annual income is less than £14,495). Application forms are available from the school office or Angus Council, Education Department, County Buildings, Market Street, Forfar, DD8 3WE, Tel: 08452 777 778.

Special Dietary Requirements Statement

School lunches can be provided for children requiring medically prescribed diets These are diets required to treat a specific condition e.g. a gluten free diet for celiac disease, a milk free diet for milk tolerance. To organise a diet for your

child you need to ask you GP or Dietician to write to: Fiona Dawson, Monitoring Officer, Education Department, Angus House, Orchardbank Business Park, Forfar, DD8 1AE. Please include details of your child's name, address, date of birth, the school they attend and the type of diet they are on.

17 INSTRUMENTAL LESSONS

Selection for lessons is made when vacancies in various classes occur. This normally happens at the P4 or P5 stage. Notice of the vacancies are circulated to parents who can then ask for their child to be tested if they wish to have instrumental lessons. Final selection to study an instrument is made by the appropriate instructor. A contribution for lessons is charged at the current rate.

Should your child be selected for Instrumental Lessons, no contributions will be charged if you are in receipt of Income Support, Job Seekers Allowance (Income Based) or Tax Credits (if you receive Child Tax Credits only your annual income must be less than £14,495 and if you receive Working Tax Credits, your annual income must be less than £15,050).

18 PARENT COUNCILS

Parent Councils are being established in all Angus Primary and Secondary Schools, and will be in place in each school by October 2007. They replace School Boards which were dis-established on 31st July 2007 as a result of legislation outlined in the Scottish Schools (Parental Involvement) Act 2006.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents and the school - such partnerships being essential to ensure that the child gets maximum benefit from its school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatically members of the 'Parent Forum', with the Parent Council formally representing their views.

SCOTTISH PARENT TEACHER COUNCIL

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. You can contact them by phone/fax on 0131 226 4378, by email on sptc@sol.co.uk or write to SPTC, 53 George Street, Edinburgh EH2 2HT.

19 INSURANCE

The Authority insures against its legal liability for:-

- a) accidental personal injury and
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost **due to negligence or omission** on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

20 SCHOOL & COMMUNITY LINKS

The school has a good relationship with the wider community, which actively supports the work of the school in many ways, i.e. school board, school trips, concerts and other celebrations. The minister of Auchterhouse Parish Church acts as the School Chaplain.

Parents and friends are invited to all school assemblies and children regularly assist in the setting up of community events such as Wednesday Club Burns Supper, charity fundraising and village sports day.

The school garden project has been a focus of much community involvement from grandparents, parents and friends of the school. All families have been involved in the development of this work.

21 PARENTAL ACCESS TO RECORDS

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

22 CHILD PROTECTION

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of who may become involved if abuse is suspected.

We will always ensure that you are informed about and participate in any action which we may initiate regarding your child.

23 ADDITIONAL SUPPORT NEEDS

Authority Policy

- Children with additional support needs are integrated into mainstream provision and supported in their local school wherever possible
- For pupils with particular needs which cannot be met in their local school there is the option of attending another Angus school where specialist staff are available
- A small percentage of pupils require specialised provision, which is only available outwith Angus. In these cases the Education Department, working with the child's parents, will make arrangements for the child to attend the appropriate establishment
- A multi-agency approach is used to ensure that children with additional support needs and their families receive appropriate support

School Policy

The school's policy is to support pupils with special needs with their peer group, in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff.

24 SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Religious and Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

25 EDUCATION (DISABILITY STRATEGIES AND PUPILS' EDUCATIONAL RECORDS) (SCOTLAND) ACT 2002

A Statement from the Authority

An Accessibility Strategy has been developed in order to ensure that the Council and schools can address and meet their legal obligations in particular under the Standards in Schools Act 2000 and the Special Educational Needs and Disability Act 2001 – Schools.

The two key duties placed upon Education Authorities are:

- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled people at substantial disadvantage

The Disability Strategy addresses three specific aspects:

- Access to the Curriculum
- Access to the Physical Environmental Skills
- Improving Communication and Delivering of School Information

The Accessibility Strategy covers a time period from 1 April 2003 – 31 March 2006. The school has put in place, or is in the process of putting in place, strategies to ensure that the above aspects are being met and monitored effectively.

The Act defines a disability as a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day-to-day activities.

26 PUPILS WITH DISABILITIES

Children with disabilities are catered for in the school according to Angus Council Education Department's Support for Learners Policy. This endorses the principle that children with disabilities should be educated as locally as is possible, consistent with meeting their needs effectively. The process of admitting a child with disabilities to the school will involve discussion with parents, child, school, Education Department staff and other specialist agencies as appropriate.

DISABILITY EQUALITY DUTY

The Disability Discrimination Act 1995 was amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities to prepare a Disability Equality Scheme.

This Scheme is available on the Council's Intranet site and any specific enquiries relating to the Scheme should be directed towards Mr Paul Meighan, Principal Officer Additional Support Needs, Montrose Road Centre, Forfar, Tel: 01307 473951 or to MeighanP@angus.gov.uk.

27 TRANSFERRING EDUCATION DATA ABOUT PUPILS

Education authorities and the Scottish Government Education Department (SEED) 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 SEED 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 SEED. 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 SEED. 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. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers 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 (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education 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 SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

Concerns

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

Want more information?

Further details about ScotXed are available on the ScotXed website, [**www.scotxed.net**](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

30 VISITS TO SCHOOL

All visitors to the school must report to the school office. Arrangements can be made there to contact the person the visitor wishes to see. If visitors are to be in the school for an extended period they will be issued with identification badges.

31 EMERGENCY CLOSURES

In the event of the school having to close due to an emergency e.g. adverse weather conditions putting pupils at risk, heating failure etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours an announcement will be made in the morning on Radio Tay, updated on the Tay Connect Information System 08700 500 232, Selection One. During office hours the Council's Access Line 0845-277 7778 (low call rate) will provide update information. Additional information is available on www.angus.gov.uk

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents regarding such things as changes in employer, telephone number, new emergency contact etc.

In whole school emergency situations, updated information will be left on the school's telephone answering machine (where applicable).

32 LIAISON WITH SECONDARY SCHOOL

The school maintains close links with (secondary school) and other Primary Schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

33 TRANSFER TO SECONDARY SCHOOL

Pupils normally transfer to Secondary School in August following completion of their P7 year. You will be contacted by letter and asked to complete a form confirming the school you wish your child to attend.

Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

Secondary staff visit P7 pupils to discuss aspects of their transfer with them, and in June the children will spend 2/3 days at their chosen secondary school.

Parents who wish to transfer their children to a secondary school other than that proposed by the Education Authority must submit a written placement request by mid February.

Placing Request forms are available from the Head Teacher or, The Education Department, Angus House, Orchardbank Business Park, Forfar DD8 1AE, Tel: 0845 277 7778.

34 OVERALL ACHIEVEMENTS OF PUPILS & OTHER AWARDS OBTAINED

A number of Auchterhouse pupils have taken part in dance performances locally. We have had successes in karate and athletics competitions and the football team has competed well in inter school competitions, being semi-finalists on two occasions. One pupil won £500 from a BP oil competition and as a school we won a total of seven prizes in a competition run by B&Q.

This year we were given a grant of £2000 towards a playground timber trail. The final layout has been decided by the Pupil Council and installation made in April. All children have been involved in planting, digging etc. in this area. Once completed, the garden will comprise a sensory area, bog garden, seating and climbing area. We have already planted in excess of 1200 bulbs and around 200 plants in the garden area. As a school we have been successful in obtaining the help of a number of local businesses and funding in the development of this work.

In 2004 we received a Health Promoting School grant and funding from Scottish National Heritage for the development of a garden area.

35 NON-ACADEMIC ACHIEVEMENTS OF PUPILS-

At Auchterhouse we are very fortunate that older pupils act very responsibly towards younger children. We have an informal playground monitoring system and many breaktime issues can be dealt with by the pupils themselves.

The Christmas show is always a highlight of the school calendar and gives the opportunity for all children to give of their best before a large audience.

The Auchterhouse pupils have been very sensitive to charity needs. The children raised a few hundred pounds for Tsunami and Children in Need appeals.

The Pupil Council organised a Bring and Buy sale to raise funds for playground equipment. The pupils will agree upon purchase of equipment and manage its daily use.

36 AIMS RELATING TO PARENTAL PARTNERSHIP

Parents are made very welcome at Auchterhouse Primary School. We are very pleased to have parental help and to maintain healthy communication with families. The school has organised some "Positive Parenting" sessions to support parents in their role at home.

Aims:

- 1 to assist parental participation in their child's education
- 2 to develop the partnership between home and school
- 3 to create an ethos where parents are valued in the school community
- 4 to utilise parental skills for the benefit of the school community.

37 DRUGS EDUCATION

In accordance with the Scottish Government guidelines and Angus Council Education Department policy and practice, and in common with all Angus schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Parents of all pupils involved will be informed whenever an incident occurs which involves possessing, using or selling illegal or controlled drugs, alcohol or volatile substances

- In or around the school premises
- during school lunchtime or after-hours activities, including visits and excursions
- on vehicles contracted by Angus council for transporting school pupils to and from school or school activities.

Parents should note that it is Angus Council policy for Tayside Police to be involved in all instances where the drug(s) in question are illegal or controlled substances not prescribed to the possessor. The attention of parents is also drawn to our school policy on the use of medication by pupils.

Drugs Policy Auchterhouse Primary School

Introduction

In this context the term 'drug' is used to include:

- I. illegal substances
- II. substances which are legal but can be misused*

Policy

This school is committed to the health and safety of its children and staff and will take action to safeguard their well being.

It will actively discourage the use of illegal substances and the misuse of glue, solvents, prescribed and over the counter medicines.

The headteacher is the member of staff responsible for the management of drug education throughout the school. There is a Drug Education folder in the school containing relevant information and details of support agencies. This is kept in the school office.

ADMINISTRATION OF MEDICINES

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening.

However pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in

most normal school activities.

In any of these circumstances parents (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

Drug Education Programme

Aims:

1. · to enable children to become accurately informed on the effects, good or bad, of drugs on health and make healthy informed choices
2. · to enable children to experience up to date coverage of the risks and legal aspects of drug taking.
3. · to give children the opportunity to develop their abilities to communicate their concerns and take responsible decisions

Age 5 – 7 children should be introduced to ideas about how to keep healthy and the role of drugs as medicines.

Age 7 – 11 children should be introduced to the fact that while all medicines are drugs, not all drugs are medicines. They should also begin to be aware of the harmful effects on health of abuse of tobacco, alcohol and other drugs.

Outside agencies may be involved in the planning and teaching of the drug education programme and will be asked to adhere to our school policy.

The Drug Education programme will provide opportunities for pupils to:

- Explore attitudes and values around drug misuse
- Practise decision making skills
- Become aware of peer pressure
- Develop assertiveness skills
- Consider the consequences of risk taking
- Learn how to access sources of help and information
- Emphasise the benefits of a healthy lifestyle
- Evaluate media messages on drug use

Pastoral Support

The school acknowledges the importance of its pastoral role and will support all concerned in ensuring the well being of all its pupils.

All incidents or concerns will be logged by the headteacher or his representative. Parents will also be informed, unless linked to an abuse case where appropriate professional help will be sought.

Where illegal substances are involved these outside agencies will automatically be informed. There is a list of support agencies in the Drug Education folder. Staff should not guarantee confidentiality, as they may have to inform other staff or police.

Hearsay

Staff suspecting drug abuse or misuse must record and date their concerns and report them to the headteacher.

Suspicious Behaviour

Behaviour that could indicate involvement with drugs should also be logged so that patterns of behaviour can be observed and concerns acted upon where necessary.

Finding Substances

Staff should isolate the child and stay with them until the police arrive. Do not remove the substance from the child.

If any equipment associated with drug misuse is discovered, the items should be handled with care. The incident should be recorded and in the case of items such as needles and syringes, they should be placed in a secure and rigid container for collection by the appropriate person. If these are found on a pupil, the pupil's parents should be informed.

Searching

Staff should not search a pupil's property or person but should try to persuade the pupil to voluntarily produce the substance by asking him/her to turn out his/her pockets or bag. If it is absolutely necessary to search a pupil a police officer will be required and parents must be informed as soon as possible. The police officer will only be able to carry out a search if there are reasonable grounds to suspect the pupil is in possession of an illegal substance.

Finding Drug Misuse

If children are found in possession of tobacco, alcohol, glue, solvents or prescribed or over the counter medicines, parents will be informed and appropriate steps taken.

Supplying Illegal Substances

It is an offence to produce or supply any controlled drug on school premises. The police will be involved in such circumstances.

Returning Articles Which Have Been Confiscated

Articles confiscated not required by the police must be returned to parents. They will be informed in writing within 24 hours of articles confiscated and an explanation given as to why it is inappropriate to return the articles to the child. It will be made clear that there is a time limit of one week for the items to be recovered or they will be disposed of by the school.

Staff Development

All staff need to:

- Understand and support the rationale and aims of drug education
- Be aware of the legal implications and their responsibilities

It is hoped that, by staff, parents and children themselves working together, we can safeguard the well being of all pupils in our care by educating them about the dangers of drug abuse.

- In-service training re drugs abuse, misuse etc.

| Administration of Medicines/Treatment Form of Consent | | |
|---|-------|-----------------|
| Child's Name | Class | |
| I agree to members of staff administering medicines, providing treatment to my child as directed Below or in the case of an emergency, as staff consider necessary. | | |
| Signed (Parent/Guardian) Date | | |
| Name of Medicines | Dose | Frequency/Times |
| Special Instructions | | |
| Allergies | | |
| Other prescribed Medicines child takes at home | | |

Further information can be obtained by contacting the Head Teacher.

38 Sex Education

Our Health Education Programme relates to all stages of the school, and is based on national guidelines. It incorporates national advice on Sex Education and the purpose of this part of the Health Education Programme is to provide knowledge and understanding of the nature of sexuality and the processes of human reproduction, within the context of relationships based on love and respect.

What Will be Taught?

We build on what children already know, taking account of their age, level of understanding, and stage of development and linking with other areas of the curriculum including:

- Religious and Moral Education
- Science
- Personal and Social Development

Certain key features permeate our programme, e.g.:

- Coping with Feelings
- Respect for Others
- Making Informed Choices
- Ways of Keeping Safe

How Will Parents be Consulted?

An effective programme of education about Sex and Relationships is best built on parents and schools working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow, and to seek parents' views at appropriate times. Any parents who do have any questions or concerns should contact the Head Teacher directly.