

SCHOOL HANDBOOK

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HEAD TEACHER INTRODUCTION

On behalf of the staff, a very warm welcome to Stenhouse is extended to you and your family.

During the time your child spends with us we will do our utmost to ensure that school is a worthwhile and a positive experience.

Every child is very important to us and it is our aim that all pupils will become successful learners, confident individuals, effective contributors and responsible citizens.

It is hoped that parents will find this booklet informative and that it will encourage and enhance the healthy relationship that exists between home and school.

We believe we can only achieve the best for your child through close co-operation between home and school.

In order to achieve this we offer regular and varied opportunities for you to share in your child's educational experiences. Should you have any concerns, or wish to discuss any aspects of your child's progress, please feel free to contact me.

For ease of use, this handbook is arranged in five sections:-

- Practical Information about the School
- Parental Involvement in the School
- School Curriculum
- Support for Pupils
- School Improvement

Laura Monaghan

Head Teacher

A Foreword from the Director of Children and Families

Session 2016- 2017

Dear Parents

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 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.

I am pleased to introduce this brochure for session 2016 -17 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.

**Alistair Gaw
Acting Executive Director of Communities and Families**

Children and Families 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.



Stenhouse Primary School – Practical Information

Stenhouse Primary School, a non-denominational, co-educational school, was built in 1930 and caters for pupils from Primary 1 - 7. It has a nursery and two additional classes for pupils who have language and communication difficulties. The current roll is 383.

Our building is of traditional design and forms a quadrangle, in the centre of which there is a wildlife garden.



As well as a large well equipped Assembly/PE hall, we have a dining room which caters for the Breakfast Club and an After School Club. The school has an ICT suite and library combined, a music room, and a large meeting room.

There are two supervised playground areas, one for Primary 1 to 3, another for Primary 4 to 7. A third space is used as an outdoor classroom.



STENHOUSE NURSERY CLASS

The nursery comprises a reception room, two large playrooms and an enclosed garden area with grass, tarmac and soft play surfaces. There are two part time classes per day, each with a maximum of thirty children. Well qualified staff work with children in a stimulating and well-equipped environment, using every opportunity to develop the physical, intellectual, emotional and social needs of each child. Sand and water play, music and drama, construction, imaginative play, cooking, drawing and painting, jigsaws, clay and woodwork are just some of the activities on offer. There is direct access to the outdoor area and the opportunity for energetic play.



This safe and friendly atmosphere promotes confidence and self-esteem and lays the ground work for a smooth transition from nursery to primary school. There are many opportunities for parental involvement. More information is contained in a Nursery handbook which is available from the school office.

STENHOUSE LANGUAGE AND COMMUNICATION CLASSES

Two classes house children with language and communication difficulties, one class for P1 - P3 and the other for P4 - P7 pupils. Places in the class are awarded by an authority body which considers the needs of all Edinburgh children. Taxi transport is provided.



There is regular mainstream contact with peer group classes, whilst specific individual needs are met within the language class. Staff, other professionals, parents and children work together in order that the curricular and social needs of each child are met.

Every child has an Individualised Education Programme which is updated in January and May. Annual reviews are held in January when everyone involved is present to discuss recent progress and future needs. The Speech and Language Therapist provides intensive support which is tailored to the needs of each child. A home/school notebook is used in order that staff and parents can exchange information, on a daily basis, relating to the children's participation in home and school activities. A supplementary Language Class booklet provides more information.

STAFF INFORMATION

The school has a head teacher, a depute and a principal teacher.

The head teacher has overall responsibility for leadership and strategic management of the school.

Depute Head Teacher, ensures the smooth day to day running of the school and language classes as well as supporting pupil welfare and additional needs.

Principal Teacher, has nursery and early year's responsibilities.

Business Manager, has responsibilities which include personnel, finance and health and safety.

You will find that all staff mentioned above will be keen to assist parents who need to make contact with the school.

Staff

Head Teacher	Mrs L Monaghan
Depute Head Teacher	Mr S Jamieson
Principal Teacher	Miss M Goodlad
Nursery Teacher	Miss M Goodlad
P1A Teacher	Miss L Hughes
P1B Teacher	Miss E Collier
P2A Teacher	Miss J Souter
P2B Teacher	Mr G Malcolm
P2/3 Teacher	Miss S Macleod
P3 Teacher	Miss B Pringle / Mrs H Lawson
P4A Teacher	Miss R Adam
P4b Teacher	Miss S Hoy
P5 Teacher	Miss A Weston
P5/6 Teacher	Miss K Anderson
P6 Teacher	Miss J Cooper
P7A Teacher	Miss L Jones
P7B Teacher	Mr D Dunning
P1-3 Language Class Teacher	Mrs K Williamson
P4-7 Language Class Teacher	Miss F Jerath
Support for learning Teacher	Mrs R Lindsay
Music Specialist	Mrs K Troost
P.E Specialist	Mrs N Elliott
English as an Additional Language	Mr S Miller
English as an Additional Language	Mrs H Drummond
Brass Tutor	Mr D Arthur
Wind Tutor	Mr A Sutherland

Business Manager	Miss C Stewart
School Administrator	Mrs A Blair
Clerical Assistant	Mrs C Mack
Service Support Officer	Mr D Neal

Early Years Officer (Nursery)	Miss E Mackay
Early Years Practitioner (Nursery)	Miss M Blair
Early Years Practitioner (Nursery)	Mrs A Campbell
Early Years Practitioner (Nursery)	Mrs L Smith
Early Years Practitioner (Nursery)	Mrs S Wilkie

Early Years Practitioner (LC P1-P3)	Mrs E Graham
Early Years Practitioner (LC P4-P7)	Mrs B Campbell

Pupil Support Assistants	Mrs V Bell
	Mrs Y Daniel
	Mrs S Duffy
	Mrs L Ellis
	Mrs J Gaul
	Mrs J Menzies
	Mrs J Pennycuick
	Mrs S Watson

Stenhouse Primary School
4 Saughton Mains Street
Edinburgh
EH11 3HH

Tel: 0131 443 1255

Email:

admin@stenhouse.edin.sch.uk

Website:

www.stenhouseprimary.co.uk

School Term Dates 2015-16

Autumn

Term starts Monday 17 August 2015

Mid term holidays

- Monday 21 September 2015, Autumn holiday
- Monday 12 October - Tuesday 20 October 2015

Term ends Tuesday 22 December 2015

Christmas holidays

Wednesday 23 December 2015 - Wednesday 6 January 2016

Spring

Term starts Thursday 7 January 2016

Mid term break

- Monday 15 February - Friday 19 February 2016

Term ends Thursday 24 March 2016

Easter holidays

Friday 25 March - Friday 8 April 2016

Summer

Term starts Monday 11 April 2016

Mid term holidays

- Monday 18 April 2016 , Spring Holiday
- Monday 2 May 2016, May Day
- Thursday 5 May 2016, staff only day to coincide with Scottish Parliament election
- Monday 23 May 2016, Victoria Day

Term ends Thursday 30 June 2016.

Registration and Enrolment

The date for registration of new school entrants is advertised in 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 only in one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who wish to send their child to a school other than the catchment school must make a placing request. Please refer to the section about placing requests for more information.

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.

School hours

Monday - Thursday

P1 - P2 8.45 am to 2.50 pm

P3 - P7 8.45 am to 3.15 pm

Friday

P1 - P2 8.45 am to 11.50am

P3 - P7 8.45 am to 12.00pm

Interval

The school day consists of a morning session and an afternoon session. The morning session is broken by an interval time from 10.30 - 10.45 am.

Lunchtimes

P1 - P7 12.30pm - 1.15pm

Playground Supervision

When pupils are at school, the responsibility for their safety rests with the Authority. The headteacher and staff undertake this responsibility on behalf of the Authority. This means that reasonable steps are taken by school staff to prevent any pupils suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and appropriate action taken. Pupil Support Assistants supervise the playground during break and lunchtime. Senior staff are on hand to deal with any difficulties. Children are not allowed to leave the playground at breaktimes.

There is no supervision before or after school for mainstream pupils. During these times children are the responsibility of their parents and are expected to follow normal school rules.

Breakfast Club

Breakfast is available in the Dining Hall from 8.00am until 8.30am.
Primary 1 pupils are supervised in the hall until 8.45am.
A donation of 50 pence per week is requested.

After School Club

After school care is provided by "Smilechild Care" and situated in the dining hall. Care is available from Monday to Thursday from 2.50pm to 5.45pm. Fridays are from 12 noon to 5.30 pm.

Dropping children off and picking children up

Before school begins supervision is limited to pupils in the language classes who come by taxi. Pupils are therefore advised to arrive at approximately 15 minutes before the 8.45am bell.

Parents who transport their child to school by car should avoid stopping at the congested school gate.

For safety reasons dogs, whether on a lead or not, may not be brought into any area of the school. We would also suggest that dogs should not be left unattended and tied to the school railings since children may approach and annoy the animal. This does not apply to guide dogs with their owner.

Attendance/Punctuality

It is the responsibility of parents to ensure that their child is educated. Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised when unexplained by the parent. Please let the school know by letter or phone if your child is likely to be absent for some time. If no explanation is received, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's learning. Absence from school for a family holiday in certain extreme situations, where the holiday will improve the cohesion and wellbeing of the family, can be approved on discussion with senior staff. Please discuss your plans with them before the holiday. If permission cannot be granted, the absence is recorded as an unauthorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion, who will decide if it will be recorded as authorised or unauthorised leave.

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 Children and Families Department has legal powers to prosecute parents who do not make every effort to ensure their child attends school.

Lunchtimes



P1 - P2 12.15 - 1.15pm

P3 - P7 12.30pm - 1.15pm

School Meal Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the school to be advised of the current price.

A School Dinner, which must be ordered and paid for in advance on a Thursday for the following week.



Pupils are encouraged to bring a **HEALTHY** packed lunch. Please ensure that any liquids are carried in a separate place to school books. Glass containers should never be used.

A school packed lunch is available on a Friday for those children who wish it. This must be also be ordered on the week before.

Free School Meals and Milk

Some families are eligible for free school meals. Application forms are available from the school office and must be completed by the parent who has supporting documentation as detailed on the application form. An application is required for every school session.

Free milk is available to children in Primary schools if their parents are in receipt of Income Support or Jobseeker's Allowance. Milk is available to all other children, with payment requested at certain times throughout the year.

Tuck Shop

We operate a lunchtime tuckshop where healthy snacks and stationery are sold. Children are encouraged to support the tuckshop as all profits go towards school funds.

Water

Children are encouraged to keep hydrated throughout the day and are permitted to have a water bottle in class, but please note this is the only drink allowed during teaching time.

School Uniform

Research has proved that wearing a uniform helps foster a sense of pride for pupils in their school. Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

Our uniform consists of:-

- School sweatshirt (P1-P5 red and P6 and P7 black)
- School polo shirt (choice of colours are white or red)
- Gym Bags

These can be ordered directly through the school office. Further information re uniform is provided on the school website and at the school office.



In conjunction with our local high schools, certain items of clothing are seen as inappropriate for school and should therefore not be worn. These include: football strips of any kind, tracksuit bottoms, jeans, branded sportswear and white or brightly coloured trainers. We look for your support in this area and will make contact with any parent/carer of children who are not appropriately dressed.

P.E Kit

- T- shirt - preferably white (no football colours please)
- Plain sports shorts
- Gym shoes (only worn indoors)

Most children find it easier to leave their P.E. Kit in school and Gym Bags for this purpose can be obtained from the School Office.



Lost Property

Often articles of clothing get lost or are taken by another child by mistake. This can cause stress for children, parents and staff. **It can be easily alleviated if all items of clothing are named.** We hold lost property items for four weeks and then dispose of them in an environmentally friendly fashion. Your co-operation in this respect is greatly appreciated.

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 16,105
- income support
- jobseekers allowance[income-based]
- support under Par V1 of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

Illness in school

If your child is ill at school we will do our best to comfort him/her and contact you or your named emergency contact as soon as is necessary. If your child has to be sent home, he/she must be collected by an adult or a brother or sister over 16 yrs. In the event of a serious accident, we will endeavour to make immediate contact with you, and whilst at the same time take the required immediate action.

Certain medical conditions require the school to hold an Action Plan in case of emergencies. This will be drawn up in conjunction with parents/carers and health professionals.



It is your responsibility to provide the school with up-to-date information on persons to be contacted in emergencies, e.g. a child taking ill or meeting with an accident at school. This information is requested annually. You will also appreciate the importance of keeping the school informed of any changes in your address, place of employment, hours worked and all relevant telephone numbers.

Hospital and Clinic Appointments

Permission will be granted for your child to leave early for an appointment at the hospital or clinic. It would be appreciated if you could let the teacher know the time of the appointment well in advance. Parents **must collect children from the school.**

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). 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.

Looking After your Child's Wellbeing

Like you at home, we take this responsibility very seriously in school. Every member of staff is aware that if a pupil is not happy, for whatever reason, the problem must be addressed promptly. If left to run on, social and educational difficulties frequently develop and problems become much more difficult to unravel.

For this reason, we undertake to communicate any difficulties we detect as soon as possible and we would emphasise to parents the importance of advising us of any home circumstances which may affect your child's well-being in school. This could include death in the family, change of people living in the family home, friendship difficulties, change to parental routines etc. It is often surprising how little events can have a big effect. Each situation is an individual one and school staff are always willing to talk to parents and children as appropriate.

School Security

The safety and security of pupils and staff when attending or working in a school is very important. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Anyone calling at the school for any reason is required to report to the school office where they will be assisted by office staff. The school staff then can make the necessary arrangements for the visit.

Unexpected Closures

In the event of an emergency which prevents schools from opening in the morning or results in an early closure, a range of communication channels such as phone calls, parent mail and text messages.

In addition, announcements are made on Radio Forth (Forth 1 and Forth 2) 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 www.edinburgh.gov.uk will also be used.

School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers are informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times. Some of the staff concerned and the parts they play are as follows:-

The School Nurse is involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The school nurse may be helped by a **Health Assistant**. The school nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The school nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

Parents/carers are asked to complete a health questionnaire about their child at Primary 1 and 7 and asked if they would like their child to have a medical consultation with the school doctor.

The school doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the school doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the school doctor, but you may be charged a fee.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the school feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

Head Lice

Head lice are spread through head to head contact at home, at school or while playing outside.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. **If you find live lice**, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Don't be shy about advising family members and close friends that your child has head lice and that they should check their own hair.



Stenhouse Primary School – Parental Involvement

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, our values and aspirations for 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 about our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Aims

Our aim is to provide a motivating, balanced and progressive programme of learning which takes into account each child's age, aptitude and ability.

To do this we aim to foster a secure, safe and stimulating environment where:

- individuals are valued and fairly treated.
- we set clear and appropriate goals which maximise pupil learning and help develop an ethos of achievement.
- due emphasis is placed on the development of knowledge of our environment and how to care for it.
- we collaborate with parents in support of their child's educational, social and emotional development.
- we are sensitive and responsive to the needs of the community which we serve.

Through Curriculum for Excellence we focus classroom practise upon the child and around the four capacities of education:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

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.

These key human aspects of learning are supported through the following arrangements by:-

- creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- promoting social and moral learning through the way in which disciplinary issues are handled.
- ensuring that staff and adults within the school provide positive models for pupils.
- arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- providing opportunities within the curriculum to advance personal and social development.
- providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- providing a programme of moral education.
- taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of pupils and encourage them to appreciate and value the cultures and heritage of others.



Behaviour and the Positive Discipline Policy

At Stenhouse Primary School, children are encouraged to accept responsibility for their own actions. Great emphasis is placed on positive behaviour and attitudes. Pupils are rewarded through various methods: with stickers, stamps, extra playtime, special assemblies, becoming a star pupil, certificates ... the list goes on. This makes children feel special, raising their self-esteem, self-motivation and self-management levels. Parents' praise, when their child receives a reward, further raises the effectiveness of this programme.

Clear appropriate goals are set to maximise pupil learning. Thus there are school rules and consequences for negative or poor behaviour.

MAIN RULES - CLASS

- (1) Keep hands, feet and objects to yourself
- (2) Don't interrupt when someone else is talking
- (3) Follow instructions the first time they're given
- (4) Talk, move and work quietly

MAIN RULES - PLAYGROUND

- (1) Keep hands, feet and objects to yourself
- (2) Listen to and obey the playground supervisor
- (3) Line up quickly when you hear the bell and keep to your place in the line

Consequences...

	Classroom	Playground
First Time	Name on board	Blue Slip
Second Time	Dot after name	Blue Slip
Third Time	Additional dot after name	Blue Slip
Fourth Time	Additional dot and: P3-7 - punishment exercise given for home completion. P1&2 white slip informing parents of misdemeanour sent home. Both should be signed and returned. Non return may mean pupils lose break time.	Blue Slip -referred to DHT/HT - playtime and lunch time detentions may be administered at this stage

Where disruptive behaviour persists, parents are contacted. Where poor behaviour persists and the work of the class is in danger of suffering, a child may be removed from class to work with senior staff. If this proves unsuccessful, a multi-agency meeting with parent, psychologist, social work and any other interested bodies takes place.

Exclusion is treated very much as a last resort. When enforced it is always a matter of great disappointment for school staff.

Bullying

In order to maintain a positive school environment Stenhouse takes a staunch stance against bullying. Children are encouraged to **"tell on a bully"** and reminded that bullying is any type of behaviour which makes a child feel unhappy, uncomfortable or unsafe.

Bullying can only be halted if staff know about it. Parents should discuss this issue with their child and if they suspect that their child is the victim of bullying of any sort, the school should be contacted as soon as possible.

Whilst appropriate action will be taken by the school, it is also important that all parents involved work with the school to resolve the problem in the best interests of all children involved.

Equal Opportunities

Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Parental Involvement

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

We involve parents by:

- Sharing and reflecting about learning with parents/carers and children
- Meeting with parents/carers throughout the year to discuss learning and next steps
- Celebrating achievements from within and out with school
- Encouraging parents/carers to become involved in the life of the school
- Regular newsletters to keep you updated
- Our school website

We will be in **regular contact** with you about your child's learning. This may be through a chat at the school door, a phone call or a message in your child's reading or homework jotter.

We will **share our aims** within Reading, Writing and Maths and your child will share their personal targets with you throughout the year.

We have two **Parent/Teacher consultations** where you will be able to discuss learning and think about next steps. At the end of the school year, you will receive a written report summarising this. However, we are always willing to discuss your child's progress and you can contact us to arrange an appointment.

We will also hold **Curriculum Open Days** to keep you up-dated with what is going on within the school and what and how your children are learning. We have several meetings for new Primary 1 parents, which give an overview of the curriculum and how you can help support learning. There are regular **Newsletters** throughout the year, which will also keep you informed about the life of the school and how you can be involved.

We regularly **celebrate achievements** through the school website, class celebrations, newsletters and whole school assemblies. If your child has achieved anything outwith school please let us know so we can acknowledge this and celebrate with your child.

Parents/carers are encouraged to be involved with the school through many different avenues. If you are able to help out within the school please do let us know. This can range from helping within the classroom to helping with class trips.

We have an active **Parent Teacher Council** which supports the school.

Community Links

School staff see their interest in the experiences of pupils in the widest sense and are keen to support community activities.

Strong links exist with Carrickvale Community centre and local churches.

We also like to keep in touch with local shops and ensure the proper behaviour of our pupils there, immediately before and after school.

The school is available for community use on certain weekday evenings. Anyone interested in more information concerning letting procedures should contact:-

Community Education Lets
Level 1.1
4 East Market Street
Edinburgh

Parent Teacher 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. In the case of Stenhouse, teachers are also members.

Parents are welcomed 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.

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. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- 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

If you are interested in becoming involved with our parent council, please contact the school office, who will pass your details to the relevant representative.

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.

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

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

Pupil Council

Representatives from each class from P2 to P7 are elected annually by the pupils to serve on the Pupil Council. They have the opportunity to canvas the views of classes and to raise pupils' concerns in relation to areas of school improvement. Meetings take place in the afternoon, several times per session.

At Stenhouse Primary School, we seek to create a learning environment that supports and challenges all our learners. Through our approach to learning and teaching we aim to:

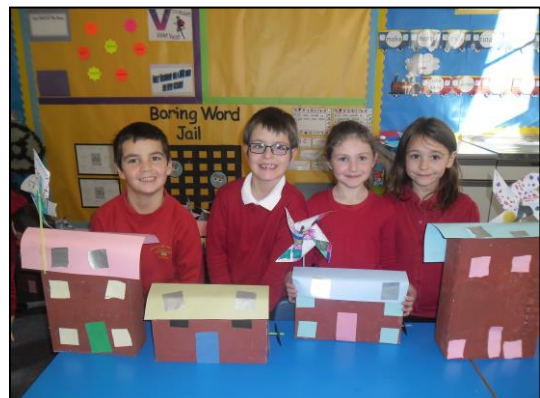
- set high and realistic expectations for all
- actively engage learners and promote self esteem
- develop commitment, responsibility and independence in learners
- promote creativity
- promote social inclusion and equality for all

The 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.

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 has now been introduced across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for Excellence will be fully implemented by 2016.

Teachers and practitioners 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 ensure children continue to work at a suitable pace 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 is responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

Curriculum for Excellence 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 new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Our progressive programmes in these areas, ensure pupils receive a range of learning opportunities, which offer discrete learning tasks and regular opportunities to apply learning across the curriculum.

Literacy and English

"Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*." (CfE Literacy and English Principles and Practice)

The Stenhouse Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.

Our progressive programmes in these areas, ensure pupils receive a range of learning opportunities, which offer discrete learning tasks and regular opportunities to apply learning across the curriculum.

Scots language also features within our curriculum. Pupils have the opportunity to read prose, learn poems and songs to ensure this important part of our heritage is continued.

Numeracy and Mathematics

"Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions".

(CfE Mathematics Principles and Practice)

Your child will experience the following topics during their time with us:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

Information handling

- Data and analysis
- Ideas of chance and uncertainty.

Emphasis is on the development of numeracy skills, as without a strong foundation in this area, progress is limited. Children experience daily mental maths sessions, using a range of active methodologies to develop quick recall in addition, subtraction, multiplication and division.

Whenever possible, we use real and relevant contexts across all areas of maths to allow pupils to make connections between mathematics and the real world and see a purpose to their learning.

Health and Wellbeing

At Stenhouse Primary School, we aim to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Our programme for health and wellbeing aims to support children to:

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

The physical wellbeing of pupils is well catered for by a visiting teacher of P.E.

Parents will be provided with more detailed curriculum information for sensitive topics such as sex education and the 'Keeping Myself Safe' programme at the appropriate time. The opportunity to attend a parent meeting to discuss curriculum content further will also be offered. Concerns regarding your child's participation in these topics should be discussed with senior staff.

Social Studies

Our social studies curriculum, aims to develop children's understanding of the world through learning about other people and their values, in different times, places and circumstances; they also develop an understanding of the environment and of how it has been shaped.

At each stage, children will experience a range of topics which allow them to develop the following capacities:

- an understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise

Our links with schools in Malawi and the Isle of Lewis in Scotland provide a good context for learning.

Science

Our programme for science aims to develop an interest in, and understanding of, the living, material and physical world. Children engage in a wide range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising. Our science policy and programme aims to:

- develop a curiosity and understanding of the environment
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language
- recognise the role of creativity and inventiveness in the development of the sciences

- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues
- develop as scientifically literate citizens with a lifelong interest in the sciences

Technologies

The technologies curriculum at Stenhouse Primary School provides experiences in business, computing science, food, textiles, craft, design and graphics.

Through class topics and discrete learning opportunities we hope that children:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland.



Expressive Arts

Our expressive arts curriculum covers, art, drama, music and dance and aims to allow our pupils to:

- be creative and express themselves in different ways
 - experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
 - develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values,

A visiting teacher of Music ensures that children have an excellent experience through instrument and percussion work, and vocal work in class and choir. We aim to provide opportunities for all pupils to perform to an audience during their time at primary school through contributing to assemblies or at school shows and performances.

Religious and Moral Education

Our Religious and Moral Education programme enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement.

Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. We hope that this awareness and appreciation will assist in counteracting prejudice and intolerance.

Once a term, during assembly time, we have visits from a school Chaplain for religious observance. If parents wish to exercise their right to withdraw their child from religious observance please contact the head teacher, in writing, and alternative arrangements will be made for your child.

Modern Languages

Pupils in Primary 5, 6 and 7 are taught French. A range of active techniques are used to develop children's' talking, listening, reading and writing skills.

Gaelic Education

We currently have four teachers trained to teach Gaelic and pupils from nursery to primary 7 experience Gaelic learning through conversation, poetry and song.

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available in Edinburgh. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school opened in the former Bonnington Primary School Building in August 2013. Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the new Gaelic School, please contact Taobh na Pairc School, 139b Bonnington Road. Postcode, EH6 5NQ. Telephone, 0131 553 5856.

Planning for Active Learning

Teachers share their learning intentions with pupils. This takes place 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.

Curriculum for Excellence emphasises the value of an active learning approach.

In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Homework

We have a clearly defined policy on homework, a copy of which is distributed to you on a regular basis. Pupils are given homework to support their learning and to encourage them to become more organised and self-supporting in their learning.

Homework is organised according to the stage and ability of the child. It can arise from any curricular area, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping up to date with the work of the class and their child's progress.

Extra-Curricular Activities and the “Active Schools Initiative Programme”



At Stenhouse, we feel that it is important to offer a wide range of extra-curricular activities to meet the needs and interests of our pupils. These include, sporting clubs, art and craft, ICT and Cycling. For up-to-date information on clubs currently running, please contact the school office. The fundamental aim of the Scottish Government Active Schools Initiative 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, **Pam Brown on 07884142774**

Assessment

We continually assess pupils' progress using a variety of formative and summative strategies.

- Teachers assess progress continuously by sharing the children's everyday work and by providing quality feedback to inform next steps in learning.
- A formal school wide programme using standardised tests confirm teachers' professional judgments. At the Primary 4 and 7 stages, standardised tests is administered annually in reading and mathematics are carried out by all City of Edinburgh Learners

Reporting

Parents receive a standard formal written report about their child's progress and next steps in learning in June each year.

However, in November and March, school produced Pupil Learning Profiles and Special Jotters are sent home in order that parents feel informed throughout the school year.



Stenhouse Primary School – Support for Pupils

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

Getting It Right for Every Child

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

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

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

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

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

In summary this act includes: -

- (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 -
 - have additional support needs, require, or would require, a co-ordinated support plan.
 - require the support of mediation services.

The school is fortunate in having the services of Support for Learning Teachers who works as part of a team to identify areas of difficulty and provide extra help to children with additional needs. The Support for Learning Teachers, Class Teachers, Learning Assistants, volunteers and partner services work together to ensure the curriculum can be fully accessed by every child. The children may be withdrawn from the classroom to work in small groups or be given support within their class bases. Parents will always be informed when this support is to be offered to a child.

If you feel your child has an additional support need, please contact the Head Teacher for further advice.

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

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

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

Transfer from nursery to primary

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

Primary School Admissions

Starting school is a very important milestone both for children and parents. The vast majority of parents choose their local, catchment school.

In the run-up to November's registration week for the new Primary 1 intake, parents are provided with an opportunity to visit. Schools, speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and its 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 can enjoy there.

Moving between Primary Classes

In preparation for the new academic year, teachers prepare a pack of information, on each individual child, for the new teacher. Information includes, curriculum progress, attainment, achievement and details of additional support and medical needs where appropriate.

In addition, and where possible, pupils have the opportunity to meet their new teacher in June.

Moving to another school

When a child transfers to another school, the receiving school contacts us to request the records, which are duly updated and sent on. It is helpful if parents provide dates for moving well in advance and the name and address of the new school to allow efficiency in the transfer of this important information.

Secondary School

When Primary 7 pupils transfer to secondary school we aim to make the transition as smooth as possible and a full programme of visits is arranged before transfer.

The secondary school to which most pupils from Stenhouse normally transfer is:

Tynecastle High School
McLeod Street
Edinburgh
EH11 2NJ

The links between Tynecastle H.S. and Stenhouse are Strong. Liaison begins during Primary 5 when the children engage in projects across the cluster using the expertise and facilities on offer at Tynecastle. The Head Teacher, and his staff are more than happy to engage with the primary and can be met during many of our parents' evenings where they will be in attendance.

At the end of primary 7, that is at age 11 or 12 and after seven years at primary school, children normally transfer to secondary school. You will be informed of the transfer arrangements by the December of your child's last year at primary school.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. However, **all children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.**

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you must make a placing request. Application forms are available at the school office from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

The Council must grant these requests where possible. When there are places available in a school requests are usually granted. If the school you specify has more requests than available places, each case is examined individually.

Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

In recent years, as primary school rolls have increased, there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing requests being refused.

You should also note that a successful Placing Request for one child does not guarantee a successful one for a sibling. It may be, therefore, that a parent could end up with children at 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.



Stenhouse Primary School – School Improvement Plan

A parent leaflet, summarising Stenhouse's Standard and Quality Report and Improvement Plan for the current session can be accessed by all parents and carers on the school website or by contacting the school office.

School Policies

Further information about school policies can be obtained from the school office or on the school website at: www.stenhouseprimary.co.uk

Information about the City of Edinburgh Council can be found at:

http://www.edinburgh.gov.uk/info/827/education_and_learning

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

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and

Conciliation [0131 469 3233]

- If you are still unhappy 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.

Transferring Educational Data about Pupils

The Scottish Government - Education and Training has asked that the undernoted advice be included in our school brochures.

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

What pupil data is collected and transferred?

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

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils

do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (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 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.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- 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.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - 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.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.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
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

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/DHT/PT - Head Teacher/Depute Head Teacher/Principal Teacher

CLD - Community Learning and Development

GIRFEC - Getting it Right for Every Child

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.

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.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to Stenhouse Primary School.

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.

Marlene Galashan
Head Teacher
Stenhouse Primary School

Accuracy of Information

The information in this school handbook is considered to be correct at the time of publication and subsequent and annual updating.