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Head Teacher Introduction

Dear Parent/Carer

On behalf of all staff, parents and pupils, it is my great pleasure to welcome you to our school.

We work hard to create a safe, nurturing, happy and creative learning environment for all our pupils, encouraging every child to achieve their full potential and have high standards and expectations for all.

We believe that learning is life-long and aim to develop the skills required for learning, life and work in our rapidly changing world. We educate the whole child and everyone feels valued, respected and listened to. Our curriculum supports this through a broad general education for all; to develop successful learners, confident individuals, responsible citizens and effective contributors.

The home/school partnership plays an important role. Your home environment provides a wealth of learning opportunities to support your child’s development. This will be encouraged by teachers, who will provide opportunities for home learning.

You are encouraged to become involved in the life of the school. We have an active Parent Council who would be delighted to welcome you to join them. Parents are encouraged to participate in school life by, for example, assisting with activities or accompanying classes on school trips.

We look forward to having you as part of our school family, as a positive and successful partnership which will strengthen throughout your child’s school career.

Please feel free to contact us for any further information.

Yours sincerely

Shirley MacLachlan
Head Teacher
What we want to achieve

Our Overall Aim

Ensuring people have the right skills for learning, life and work.

Our Priorities

- We are reducing inequalities and delivering improved outcomes for children and young people.
- High quality learning and teaching is taking place in our establishments.
- Self – evaluation and performance improvement are embedded throughout our schools and central support teams.
- Levels of attainment and achievement are improving for all learners.
- High numbers of our young people are entering positive and sustained post-school destinations.

Rights Respecting Schools

The United Nations created the Convention on the Rights of the Child detailing 42 rights, which all children are entitled to. Our work through Rights Respecting School Award (RRSA) teaches children about these rights, which are embedded throughout our school handbook and policies.

Pirnmill Primary is on the journey to become a Rights Respecting School and we currently have our Bronze Award.
SECTION 1: SCHOOL INFORMATION

Article 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Pirnmill Primary School Aims

The school recognises the importance of the partnership between parents and teachers in achieving its aims, which are:-

Successful Learners

- We will try to help our pupils to learn to be prepared for the big world.
- We aim to make our learning fun and to the point.

Confident Individuals

- Our pupils will be able to pass on knowledge to others.
- We aim to motivate children to do their best.

Responsible Citizens

- We will try to prepare our pupils to be ready to be able to do any jobs in the future.
- We will give our pupils chances to connect with the community.

Effective Contributors

- We will give our pupils chances to develop relationships.
- We will help our pupils understand their role in keeping everyone safe at Pirnmill Primary School.
## Contact Details

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<thead>
<tr>
<th><strong>SCHOOL NAME</strong></th>
<th>Pirnmill Primary</th>
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<tr>
<td><strong>ADDRESS</strong></td>
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<td>Isle of Arran</td>
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<td></td>
<td>KA27 8HP</td>
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<tr>
<td><strong>TEL</strong></td>
<td>01770 850226</td>
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<tr>
<td><strong>FAX NUMBER</strong></td>
<td>01770 850226</td>
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<tr>
<td><strong>EMAIL</strong></td>
<td><a href="mailto:pirnmill@ea.n-ayrshire.sch.uk">pirnmill@ea.n-ayrshire.sch.uk</a></td>
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<td><strong>WEBSITE</strong></td>
<td><a href="http://www.pirnmill.northayrshireschools.co.uk">www.pirnmill.northayrshireschools.co.uk</a></td>
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Staff

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<tr>
<th><strong>HEAD TEACHER</strong></th>
<th>Mrs Shirley MacLachlan</th>
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<tr>
<td><strong>DEPUTE HEAD TEACHER</strong></td>
<td>Mrs Jane Boyle</td>
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<tr>
<td><strong>TEACHING STAFF</strong></td>
<td>Mrs Edwina Milesi</td>
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<td>Ms Marie Gray</td>
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<td><strong>EARLY YEARS PRACTITIONER</strong></td>
<td>Mrs Amanda Aitken</td>
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<td><strong>VISITING SPECIALISTS</strong></td>
<td>Ms Marie Gray (Learning Support)</td>
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<td>Mrs Sheila Blain (Gaelic)</td>
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<td>Thomas Bayne (Music)</td>
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<td><strong>CLASSROOM ASSISTANTS</strong></td>
<td>Miss Eleanor Pennel</td>
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<td>Mrs Alison Campbell</td>
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<td>Mrs Debra Adam (Early Years)</td>
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<td><strong>CLERICAL</strong></td>
<td>Mrs Alison Campbell</td>
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<td><strong>CLEANER</strong></td>
<td>Mr Clive Glendinning</td>
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<td><strong>CATERING ASSISTANT</strong></td>
<td>Mr David Turner / Emily Gillson / Clive Glendinning</td>
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School Hours

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<tr>
<th><strong>OPEN</strong></th>
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School Calendar

SCHOOL HOLIDAYS AND IN-SERVICE DATES 2019/2020
(schools on Arran)

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May 2020

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The start date for session 2020/21 for teachers is Monday 17 August 2020 with pupils returning Tuesday 18 August 2020.

Secondary Schools - Pupil attendance will be 190 after deducting 5 in-service days
Primary Schools - Pupil attendance will be 190 after deducting 5 in-service days.
SECTION 2: SCHOOL PROCEDURES

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors’ book, badges and escorts while visitors are within the school building. Anyone, parent/carer or visitor at a school for any reason, will be asked to report to the school office. School staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of Pirnmill Primary that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

Positive Relationships

Article 23
We support all children to be included in the school day.

Pirnmill Primary School is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectation of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour and the school will work positively with the young person and the parents, and other partner, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

Pirnmill Primary School has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in the matter.

Playground Supervision

Article 3
The best interests of the child must be a top priority in all decisions and actions that affect children.

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of NAC in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in the playground at break times. Pupils who travel by contracted school transport and arrive at school before the start of the school day have accommodation allocated to them within the school during inclement weather.
Absence from School Premises at Breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents’ agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through the main entrance door of the school.

Parents should encourage their children to follow these rules in the interests of safety.

School Dress Code

It is the policy of North Ayrshire council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing.

Types of clothing that will not be allowed include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

Get Cycling Event - November 2018
Our Dress Code is as follows:

- Red school sweatshirt
- Black or grey trousers/shorts/skirt/pinafore
- White school polo shirt
- Red & white summer dress
- Black shoes

Dress Code for PE

For health & safety reasons all children must wear suitable clothing for PE.

We also adhere strictly to health & safety guidelines and pupils must remove any item which may cause danger e.g. metal buckles, jewellery. These items are the responsibility of the pupils. Long hair should be tied back.

Our PE Dress Code is as follows:

- White t-shirt
- Black or navy shorts
- Gym shoes or “indoor” trainers

Personal Belongings

All items of clothing should be clearly labelled with the child’s name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

*Parents should note that the authority does not carry insurance to cover the loss of such items*

Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school’s code of conduct or a serious incident, which could be referred to the police.

Information in Emergencies

We make every effort to maintain a full education service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply, in such cases, we shall do all we can to let you know about the details of closure
or re-opening. We will keep you in touch by using letters, emails, texts, NAC website, notices in local shops and the Village Hall, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

Listening and Learning

It is the policy of NAC to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are, therefore, very interested in feedback of all kinds, whether it its compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

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

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

- The Council has a Two Stage Policy when dealing with complaints from parents.
- It is helpful if complaints are made initially to the Head Teacher. 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 need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.

• If you are not satisfied with our response then you still have the right to request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).

• If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the SPSO to consider it. We’ll tell you how to do this when we send you our final decision.

• You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or MP.

• Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.
SECTION 3: EDUCATIONAL GRANTS: FOOTWEAR, CLOTHING, FREE SCHOOL MEALS AND TRANSPORT

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimant’s monthly income must not exceed £610.00; however, some parent earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker’s Allowance, any income related element of Employment and Support Allowance, Support under part VI of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council’s Welfare Reform Team on 0300994606 or the Council Contact Centre on 01294 310000 for further advice.

Information and application forms may be obtained from schools.

School Meals

Meals are planned to offer a healthy diet for the children. Menus are chosen daily and prepared by Mrs Rankin at Shiskine Primary. Please inform us if your child has any specific allergies. Parents of children who require a special diet can arrange this by contacting the school.

Children who prefer to eat a packed lunch can do so in the dining hall.

Free School Meals

Children of parents receiving Job Seeker’s Allowance or Income Support are entitled to a free midday meal and free milk. Parents/carers should contact 01294 310000 for further information.

Please note: ALL pupils in P1-3 are entitled to a free school meal, which includes milk.

Other than P1-3 pupils, only those children whose parents receive Job Seeker’s Allowance or Income Support will be entitled to free milk. Milk is, however, available for purchase.

School Transport Policy

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest safe walking route through the link attached below:

https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc
Applications may be submitted at other times throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school, in any one direction, will not exceed the Council’s limits (see above section). It is the parents’ responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents’ responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport.

Please see attached link to the Council’s School Transport Policy:


Outdoor Learning in the sunshine!

June 2018
SECTION 4: SCHOOL REGISTRATION, ENROLMENT AND ATTENDANCE

Article 28
Every child has the right to an education. Primary education must be free and available to every child

Registration and Enrolment

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area.

Parents are provided with information about the school and procedures for making placing requests, if required. Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

Attendance at School

It is the responsibility of parents of children of school age to educate their child; most do this by ensuring that their child attends school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded in the school register as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child’s parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The School Inclusion Officer investigates unexplained absence, and the Authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel if necessary.
Structure of Classes

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Schools are staffed based on the total number of pupils; however, the number of pupils at each year stage will vary. This means that Head Teachers are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one year to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The National agreement on class sizes states that the maximum number of pupils in a class is 25 in P1, 30 in P2 – P3, and 33 in P4 -7. In a composite class, the maximum number is 25.

Transfer to Secondary School

Pupils are normally transferred between the ages of eleven and a half and twelve and a half, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than January of the year preceding the date of transfer at the start of the new session.

Pirnmill Primary School is an associated primary school of:

Arran High School
Lamlash
Isle of Arran
KA27 8ND
Tel: 01770 600341

During their time in P7, pupils are taken to the High School as part of the induction programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements, which will be completed in P7 and passed onto the High School.

Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils.

Parents will be informed of the details of the visits when appropriate.
SECTION 5: CURRICULUM FOR EXCELLENCE

Article 29 (goals of education)
Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child’s “learning journey” from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is an emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

Curriculum for Excellence aims to enable young people to meet the four capacities listed overleaf.
Curriculum for Excellence: The Capacities

**successful learners**
with:
- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas
and able to:
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

**confident individuals**
with:
- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition
and able to:
- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

**responsible citizens**
with:
- respect for others
- commitment to participate responsibly in political, economic, social and cultural life
and able to:
- develop knowledge and understanding of the world and Scotland’s place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

**effective contributors**
with:
- an enterprising attitude
- resilience
- self-reliance
and able to:
- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking and new contexts
- create and develop
- solve problems.

Further information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

[www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence)
Assessing Children’s Progress in the Broad General Education (BGE) Early Years – end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their classmates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children’s progress throughout the BGE (Early – S3) is based on teachers’ views: their professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1 P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The Government has also introduced new national standardised assessments, which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children’s progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child’s progress at school.

As a parent, you continue to have a key role in helping your child to learn. Your child’s teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child’s learning at home.

Homework

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child’s progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school’s policy on homework and discipline
The type of homework will vary depending on the age and ability of individual pupils.

Reading commonly forms part of the homework set and will be specified by the teacher on a reading marker. Parents are encouraged not only to read with their child but also to discuss the story and pictures.

In the early and middle stages oral reading should be practiced regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages. Pirnmill Primary participates in the Accelerated Reading™ programme and enjoys a wide range of books to be shared in our library.

Spelling is also an important part of homework from P3 onwards (although some children may be asked to practice even earlier). Maths homework will be given to consolidate understanding and proficiency at all stages of the school.

From time to time pupils are given assignments and personal projects, which may involve research, investigation, preparing a speech, leaning a poem or a similar activity.

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign reading markers and jotters to confirm that they have overseen each piece of work.

**Extra-Curricular Activities**

*Article 31 (leisure, play and culture)*

*Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

After school activities on the island include Sports Club at the High School, Sailing Club in Lamlash (summer term) and through, Arran School of Music, Pipes & Drums.

We often start the day with Yoga
SECTION 6: SCHOOL IMPROVEMENT

Standards & Quality Report/Improvement Plan- available in school

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school’s self-evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior Phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is Our Early Learning and Childcare?

A Standards and Quality Report and School Improvement plan are produced on an annual basis by every school and centre. Staff, parents/carers, young people and school partners will play an active role in the development of these key school documents.
SECTION 7: SUPPORT FOR YOUR CHILD

Additional Support for Learning

Any child who needs more or different support to what is normally provided in schools or preschools, is said to have ‘additional support needs’. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act


Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.

- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

- The 2009 Act automatically deems that all Looked After children and young people have additional support needs unless the education authority determines that they do not require additional support in order to benefit from school education.

- In addition, education authorities must consider whether each Looked After child or young person for whose school education they are responsible requires a co-ordinated support plan.

Duties under the ‘Additional Support for Learning’ legislation

North Ayrshire must assess any pupil with additional support needs and provide any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example, by making sure reading is well taught and that all pupils get encouragement and support at home, we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding what is needed (the school may request extra specialised help to do this) and take action to help the pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils, for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist.
The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.

The Authority approach to staged intervention has been updated to ensure it is in line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children’s Learning Code of Practice, which can be accessed at the following link:


**Dispute Resolution Procedures**

If you feel that things are not being done properly to support your child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called ‘Resolving Disagreements’. This booklet will give you ways to make sure your concerns are listened to and addressed.

**Further Support**

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. **Enquire: Scottish Advice and Information Service for Additional Support for Learning**
   - Website: [http://enquire.org.uk/](http://enquire.org.uk/)
   - Helpline: 0345 123 2303
   - Email: info@enquire.org.uk

2. **Scottish Independent Advocacy Alliance**
   - Website: [http://www.siaa.org.uk](http://www.siaa.org.uk)
   - Telephone: 0131 260 5380
   - Email: enquiry@siaa.org.uk

3. **Scottish Child Law Centre**
   - Website: [http://www.sclc.org.uk](http://www.sclc.org.uk)
   - Telephone: 0131 667 6333
   - Email: enquiries@sclc.org.uk
Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

Article 30
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of ‘protected characteristics’. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed here:

http://www.gov.scot/Publications/2012/02/7679/3

Child Protection

The Education and Youth Employment Directorate has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health & Social Care Partnership and, where appropriate, the Scottish Children’s Reporter’s Administration. The Service will work in partnership with a number of levels within the establishment or school, within the cluster or local area and through Integrated Children’s Services and Community Health Partnership.

The Standard Circular entitled “Protecting North Ayrshire Children” provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff training programme available and, in addition, at the beginning of each school session all staff receive an update on child protection policies and procedures.
Inclusion

NAC is committed to the wellbeing and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child/young person’s education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff form other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

Getting it Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The Act ensures that all children and young people from birth to 18 years old have access to a Named Person
• The Act puts in place a single planning process to support those children who require it
• The Act places a definition of wellbeing in legislation
• The Act places duties on public bodies to co-ordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes

Taking a ‘Getting it Right for Every Child’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of ‘Getting it Right for Every Child’. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

The Eight Indicators of Wellbeing (SHANARRI)

<table>
<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Achieving</th>
<th>Nurtured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Respected</td>
<td>Responsible</td>
<td>Included</td>
</tr>
</tbody>
</table>

Why we have to get it right for every child

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire’s children and young people.

For more information on ‘Getting it Right for Every Child’ in North Ayrshire go to www.girfecna.co.uk

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people achieve their full potential, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

Your child’s school/ Early Years Centre already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school/ early years may have an informal discussion with the educational psychologist, and ask about general advice.

If needed, a consultation meeting involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off, or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the
ongoing assessment and support for your child. The educational psychologist will be involved while there is a specific role for them within the collaborative assessment process.

Find out more at:

http://www.northayr-edpsychs.co.uk/

**Data Protection**

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals’ data.


We may also share or receive an individual’s personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries
- Strathclyde Passenger Transport
- Scottish Children’s Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required, we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at:


**Medical & Healthcare**

Medical examinations are carried out at various times during a child’s primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents/carers contacted immediately.

For this reason it is important that the school has contact details for parents/carers and an additional contact person in case parents/carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.
It is the parent’s responsibility to notify the school and keep medical information updated as required.

**Children will not be sent home unaccompanied.**

Walking to Pirnmill Village War Memorial.

WW1 100th Anniversary
SECTION 8: PARENTAL INVOLVEMENT

Parental Engagement and Involvement

North Ayrshire Council Positive Family Partnership Strategy

NAC Parental Involvement Strategy

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child’s learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the Class Teacher, Depute Head or Head Teacher. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child’s progress is shared. Schools are encourages to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

<table>
<thead>
<tr>
<th>Individual Learners</th>
<th>Groups of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written reports/tracking reports</td>
<td>Assemblies</td>
</tr>
<tr>
<td>Learning conversations with pupil/teacher/parent/carer</td>
<td>Open day events</td>
</tr>
<tr>
<td>Pupil reflections on their learning in logs</td>
<td>School concerts/shows</td>
</tr>
<tr>
<td>Parent/carer consultation/Parents Meetings involving parent/teacher/pupil as appropriate</td>
<td>Social media</td>
</tr>
<tr>
<td>Home/school diaries</td>
<td>Curriculum workshops led by children and young people and staff</td>
</tr>
<tr>
<td>Profiling activities</td>
<td>Parent Council meetings</td>
</tr>
<tr>
<td>Learning walls and displays</td>
<td>School/class newsletters</td>
</tr>
</tbody>
</table>
**Parent Council**

All parent/carers are automatically members of the Parent Forum at their child’s school and will be entitled to have a say in what happens at the school.

As a member of the Parent Forum parents will have a say in selecting the Parent Council (the representative body) to work on behalf of all the parents at the school.

The Head Teacher is the professional adviser to the Parent Council and has the right to attend and speak at Parent Council or Parent Forum meetings.

**The objectives of the Parent Council are:**

- To work in partnership with staff to create a welcoming school, which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of the pupils
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils
- To be involved in the recruitment process for appointing the Head Teacher and Depute Head Teacher of the school

The Parent Council meets at least once a term.

**Current Members are:**

Chairperson: Mrs Kirsty Innes  
Secretary: Mrs Naomi Gillson  
Treasurer: Mrs Kirstin Weir

If you wish to contact the Parent Council please do so via the secretary, Mrs Naomi Gillson, on naomigillson@hotmail.com

For more information on the Parental Involvement Act* or to find out about parents as partners in their children’s learning, please contact the school or North Ayrshire Council Educational Services or visit the Parent zone website on www.parentzonescotland.gov.uk

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland and practical advice and ideas to support children's learning at home in literacy, numeracy, health & wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs and how parents can get involved in their child’s school and education. Furthermore, the website has details about schools, including performance data for school leavers from S4-S6 and links to the national, Local Authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at https://education.gov.scot/parentzone.
Home School Links

Parents are invited, informally or by letter, at least twice a year to visit the school in order to view their children’s work and discuss progress with the teacher and members of the Senior Leadership Team.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head Teacher or Head Teacher. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Frequent invitations are issued to parents to participate in school activities such as open day, class assemblies, and curricular workshops and to assist with outings and visits, sports and concerts. We have early meetings for the parents of P1 pupils and keep parents informed of events with a range of newsletters, website updates, Seesaw, texts and invitations. Parents can also follow us on Twitter @pirnmillprimary.

Reports to Parents

Parents’ meetings with teachers are held in school twice a year, usually in October and March. Written reports are made to parents annually in June and will contain information regarding their child’s attainment. A copy of this report is kept on file in school for the purpose of transfer of information between teachers in the school and into the secondary sector.

School Committees

Presently, the following committees take place at Pirnmill Primary School:

- Pupil Council
- Responsibilities Group
- Gardening Group

Membership of these committees can include pupil representatives from all year groups, staff and parents.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
SECTION 9: PUPIL DATA COLLECTION AND PROTECTION POLICIES

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as 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 that influence pupil attainment and achievement
- Plan and implement targeted approaches to reducing the poverty-related attainment gap
- Share good practice
- Conduct teacher workforce planning
- Target resources better
- Enhance the quality of research to improve the lives of young people in Scotland
- Provide a window on society, the economy and on the work and performance of government by:
  - Publishing statistical publications and additional table about school education
  - Providing school level information

Data Policy

Information about pupils’ education is collected in partnership between the Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.
Your Data Protection Rights

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data Linkage Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured.

Further information can be found on:

https://www2.gov.scot/topics/statistics/scotxed/schooleducaiton/ESPrivacyNotices

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilsong@gov.scot or by writing to Education Analytical Services, Area 2A-North, 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.

Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk
Appendix 1

Important Contacts

Head of Service

Caroline Amos
North Ayrshire Council
Cunninghame House
Irvine
KA12 8EE
01294 324416

Head of Service

Andrew McClelland
North Ayrshire Council
Cunninghame House
Irvine
KA12 8EE
01294 324413