



# **ST JOHN OGILVIE EARLY YEARS HANDBOOK**



**January  
2022**

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St John Ogilvie Primary and Early Years  
13 Towerlands Farm Road  
IRVINE  
KA11 1PZ  
Telephone: 01294 218823  
Email: [stjohnogilvie@ea.n-ayrshire.sch.uk](mailto:stjohnogilvie@ea.n-ayrshire.sch.uk)

Dear Parent / Carer

On behalf of all staff at St John Ogilvie Early Years I would like to extend a warm welcome to yourself and your child and thank you for entrusting us with your child's education.

I hope you will feel welcome in our school and that your child will quickly feel that he/she belongs to our early years community. At St John Ogilvie Primary we aim to provide high quality education in a warm, nurturing environment as a stepping stone for future excellence. With your encouragement and support we will strive to ensure that your child fulfils his/her potential and becomes a valued member of our learning community.

We ensure the education we offer is relevant to the world in which we live and that our children experience a wide range of opportunities to promote curiosity, inquiry and creativity. We endeavour to meet individual needs and interests to encourage learning and support all children in acquiring the necessary knowledge, skills and attributes for learning, life and work.

Our early years fosters an ethos that is open, friendly and caring and we encourage children, parents/carers and staff to work in partnership in order to maintain and develop this.

This handbook is intended to provide general information for parents / carers and gives details of some aspects of life at St John Ogilvie Primary and Early Years. If you require further information, an appointment to visit the school or a personal chat I will be only too happy to help.

Please do not hesitate to contact me if you wish to clarify any points mentioned in the handbook or discuss any issues relating to your child. I look forward to working with you and your child as they grow and mature during their time with us.

Yours sincerely

*Pauline McCulloch*

Mrs Pauline McCulloch

Head Teacher

## **Communities & Education Directorate**

### **What we want to achieve**

#### **Our Overall Aim**

Ensuring our children and young people experience the best start in life.

#### **Our Priorities**

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.

## **SECTION 1: EARLY YEARS INFORMATION**

### **VISION, VALUES AND AIMS**

#### **VISION**

St. John Ogilvie Early Years aspires to be a place which provides a happy, safe, inclusive and challenging environment where children are motivated to flourish and reach their full potential.

#### **VALUES**

- Honesty
- Equality
- Nurture
- Respect
- Trust
- Responsibility
- Inclusion

#### **AIMS**

- To create a safe, healthy and welcoming environment for everyone.
- To ensure our children feel safe, nurtured, happy and valued within our community.
- To support and promote the welfare of our children and their families in all aspects of their life.
- To provide a wide range of stimulating play opportunities through high quality learning experiences in order to maximise each child's full potential.
- To respond to our children's needs while striving to promote independence, responsibility and life skills.
- To equip our children with the knowledge and skills to make healthy choices both now and in the future.
- To develop the children's abilities to express and communicate their ideas and feelings in a variety of ways.
- To have fun and enjoy learning.

## EARLY YEARS CONTACT DETAILS

**NAME OF ESTABLISHMENT:** St John Ogilvie Primary and Early Years  
**ADDRESS:** 13 Towerlands Farm Road  
Bourtreehill  
IRVINE  
KA11 1PZ  
**TELEPHONE/FAX (Primary School):** 01294 218823  
**E-MAIL ADDRESS:** [stjohnogilvie@ea.n-ayrshire.sch.uk](mailto:stjohnogilvie@ea.n-ayrshire.sch.uk)  
**WEBSITE:** <https://blogs.glowscotland.org.uk/na/stjohnogilvieprimary/>  
**TWITTER:** @SJOIrvine  
**DENOMINATIONAL STATUS:** Non-Denominational / Co-educational

### CATERPILLAR ROOM

**AGE RANGE:** 2 – 5 years of age  
**CAPACITY:** 14  
**SESSION TIMES:**  
Morning Session 8.00am – 12.45pm  
Afternoon Session 1.15pm – 6pm  
Full Day Session 8.00am – 5.30pm

### BUTTERFLY ROOM

**AGE RANGE:** 3 - 5 years of age  
**CAPACITY:** 32  
**SESSION TIMES:**  
Morning Session 8.00am - 12.45pm  
Afternoon Session 1.15pm – 6pm  
Full Day Session 8.00am – 5.30pm

**We now offer both term time and full year attendance options**

## **Full Year**

### ***Option 1***

Monday and Tuesday: 8.00am – 5.30pm

Wednesday morning: 8.00am - 12.45pm

### ***Option 2***

Wednesday afternoon session: 1.15pm – 6pm

Thursday and Friday: 8.00am – 5.30pm

### ***Option 3***

Monday to Friday: 8.00am – 12.45pm

### ***Option 4***

Monday to Friday: 1.15pm – 6pm

## **Term Time**

### ***Option 1***

Monday to Friday: 9am – 3pm

### ***Option 2***

4 mornings: 8am – 12.45pm and 1 full day: 8am – 5.30pm

### ***Option 3***

4 afternoons: 1.15pm - 6pm and 1 full day: 8am – 5.30pm



# **STAFFING**

**HEAD TEACHER:** Pauline McCulloch

**EARLY YEARS MANAGER:** Tammie O'Brien

**SENIOR EARLY YEARS PRACTITIONER:** Karen Wilson

**EXCELLENCE AND EQUALITY LEAD PRACTITIONER:** Tracey Shields

**EARLY YEARS PRACTITIONERS:**

- Gillian Auld
- Laura Bell
- Helen Bradford
- Clare Convery
- Lauren Corbett
- John Cranston
- Nicola Law
- Marion Lambie
- Kay Macleod
- Cara Mailey
- Anne Sommerville
- Brenda Watters
- Joanne Whyte

We also welcome students from universities and colleges for training placements.

## Term Time and In-Service Dates 2022/2023 (Mainland Schools)

Term	Dates of Attendance	Day	Date
<b>Term 1</b>	Teacher (In-Service)	Wednesday	17-Aug-22
	Pupils Return	Thursday	18-Aug-22
	Teacher (In-Service)	Monday	19-Sep-22
	Close	Friday	14-Oct-22
<b>Term 2</b>	Pupils Return	Monday	24-Oct-22
	Local Holiday	Friday	18-Nov-22
	Local Holiday	Monday	21-Nov-22
	Teacher (In-Service)	Tuesday	22-Nov-22
	Close	Friday	23-Dec-22
<b>Term 3</b>	Re-open	Monday	09-Jan-23
	Local Holiday	Friday	10-Feb-23
	Local Holiday	Monday	13-Feb-23
	Teacher (In-Service)	Tuesday	14-Feb-23
	Pupils Return	Wednesday	15-Feb-23
	Close	Friday	31-Mar-23
<b>Term 4</b>	Re-open	Monday	17-Apr-23
	May Day	Monday	01-May-23
	Local Holiday	Monday	29-May-23
	Teacher (In-Service)	Tuesday	30-May-23
	Pupils Return	Wednesday	31-May-23
	Close	Wednesday	28-Jun-23

## Full Year and In-Service Dates 2022 (Mainland Schools)

Local Holiday	03-Jan-22
Local Holiday	04-Jan-22
Local Holiday	11-Feb-22
Local Holiday	14-Feb-22
Local Holiday	15-Apr-22
Local Holiday	18-Apr-22
Local Holiday	02-May-22
Local Holiday	02-Jun-22
Local Holiday	03-Jun-22
In-Service Day	17-Aug-22
In-Service Day	19-Sep-22
Local Holiday	18-Nov-22
Local Holiday	21-Nov-22
In-Service Day	22-Nov-22
Local Holiday	26-Dec-22
Local Holiday	27-Dec-22

## **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. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school 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.

Within St John Ogilvie Primary and Early Years, the following procedures have been put in place:

- The main door remains locked at all times. Visitors to the school are visible through the CCTV installation.
- The door from the foyer leading into the school is fitted with a buzzer entry system.
- All visitors must report to the school office on arrival and sign their name in the visitors' book.
- All visitors going anywhere within the school building outwith the reception area will be issued with a temporary badge which they must display clearly.
- Everyone working in or around the school building must wear a badge. This includes staff, workmen, visitors and parent helpers.
- Once the children are in school in the morning, the doors are secured so that they can only be opened from inside the building.
- The doors which the children use to enter and exit the school building (one at the infant area and two at the senior area) are alarmed during class time.
- Pupils who leave the school during the school day (for example for lunch, dental appointments, doctor appointments, etc.) must be signed out and in by the adult who collects them and brings them back to school.

### **EARLY YEARS SECURITY**

- Early Years entrance has a security entry camera system in place.
- All internal doors are fitted with a key card entry system for added security.
- All doors to the playrooms are fitted with alarms to enhance security for our children.
- All children have a 'pick-up' list in place and no other person is allowed to collect your child.

### **EMERGENCY CONTACTS**

Parents, whose children are in the early years are asked to provide the school with the names, addresses and telephone numbers of 2 contact persons for use in case of an emergency. You are also asked to keep the early years staff up-to-date with any changes to this information.

## **CONTINGENCY ARRANGEMENTS**

In the event of an evacuation of the building, early years children will be escorted safely to Towerlands Community Centre by our staff and parents will be notified accordingly.

## **INFORMATION IN EMERGENCIES**

We make every effort to maintain a full educational 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 the Seesaw for Schools app, school website, school Twitter account, letters, texts, NAC website, notices in local shops and community centres, announcements in the press and West FM. It is therefore vital that parents/guardians keep the school up to date with changes in telephone/mobile numbers.

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.

## **OUTINGS AND EXCURSIONS**

The children regularly visit the local community on an ad hoc basis. However, when outings or excursions for the children are planned for further afield, staff will advise you in advance, and give you all the relevant details. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian. You will therefore be asked to complete the forms in due course. Please inform us of any changes to your personal circumstances or your child's medical records, which may affect the information, contained on these forms.

## **EARLY YEARS CLOTHING**

Children learn many skills whilst exploring messy activities and, while we will always try to make sure they wear aprons, accidents do happen. Please dress your child in suitable clothing for indoor and outdoor activities. Clothing should be comfortable and easy to manage to assist your child's independence. Make sure also that he or she has suitable outdoor clothing in readiness for any outdoor learning or activity that may be planned, whatever the weather. Sunscreen should be applied if necessary before each session. Please do not dress your child in any clothing which cannot be easily laundered as they will become dirty throughout the session. North Ayrshire Council has a dress code policy which states that children in educational establishments should not wear team colours.

It is appreciated that parents and children can become distressed over the occasional loss of children's clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that all items of clothing have the child's name on them and that valuable items of clothing or personal belongings are not brought to the early years. Parents should note that the authority does not carry insurance to cover the loss of such items.

Due to the highly active nature of the early years programme, children should refrain from wearing jewellery during the early years sessions. Your support in this matter is much appreciated. A sweatshirt and polo shirt with the St John Ogilvie Early Years logo are available to purchase from the school office.

## **NO SMOKING POLICY**

As a result of legislation regarding smoking in public places, smoking/vaping is not permitted anywhere within St John Ogilvie Primary and Early Years campus which includes both the school building and the school grounds.

## **DOGS IN SCHOOL GROUNDS**

Please note that in the interest of health and safety no dogs are allowed in the school grounds and there is a sign to this effect just inside the school gate.

## **SNACKS AND HEALTHY EATING**

Children are provided with a hot meal by North Ayrshire Council. A variety of nutritious meals are prepared for the early years children and a menu will be provided on North Ayrshire Council's website. If your child has any allergies, the appropriate paperwork should be completed and submitted to the catering department in order to provide the correct meal for your child. A letter from a GP or dietician must be provided in order to provide an alternative.

We often celebrate special days and festivals by providing special snacks particular to that festival, e.g. Chinese New Year, Burns' Day, etc. Please do not provide birthday cakes when it is your child's birthday. We will celebrate this in other ways.

In partnership with Ayrshire and Arran Community Health care, department of Dental Health promotion, all children are provided with a toothbrush and toothpaste for cleaning teeth throughout their session.

## **POSITIVE RELATIONSHIPS**

The early years 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 expectations 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 partners, 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.

The early years has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

## **LISTENING AND LEARNING**

Early Years staff are always available to talk at the beginning or end of each session. If you need to speak to a member of staff immediately please let us know. Information to parents can always be found on the Early Years Notice Board or via the Seesaw for Schools app.

If you have any concerns regarding your child please contact the Head Teacher immediately so that we can try to rectify the situation as soon as possible by working together.

It is the policy of North Ayrshire Council 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 is 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 the Head Teacher. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the early years 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 note in relation to making a complaint:

- The Council has a Two Stage procedure when handling complaints from parents and members of the public. More details on the two stages can be found in the Council's complaint page here:

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

- It is helpful if complaints are made initially to the school's Head Teacher. This ensures the school is made aware of what is going on and has an opportunity to investigate and try to resolve the issue at Stage One first.
- We try to resolve all complaints as quickly as possible but if a complaint is complex more time may be needed to investigate. It is therefore helpful if you can provide full details of the issue at the outset and ask for an early appointment to discuss it.
- If you are not satisfied with a response you receive at Stage One, you can ask that your complaint is escalated to Stage Two. Should you wish to do this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE or by telephone on (01294) 324400.
- If, after receiving the Stage Two final response letter you remain dissatisfied you can ask the Scottish Public Services Ombudsman to consider your complaint and we'll tell you how to do this in the Stage Two response letter.
- Please note you can also raise concerns you may have with your local Councillor, MSP or MP but these will be handled under a different process to the Two Stage complaint process. Alternatively contact Care Inspectorate on 0345 600 9527 or email [concerns@careinspectorate.gov.scot](mailto:concerns@careinspectorate.gov.scot)
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However, parents

are advised that individual, personal complaints are not appropriate for raising via Parent Councils due to the possible need for confidentiality.

### **SECTION 3: REGISTRATION, ENROLMENT AND ATTENDANCE**

## **ADMISSIONS POLICY**

All early years places are allocated in accordance with North Ayrshire Council's Admissions Policy and the early years staff will be happy to advise you how this policy operates when you apply for a place for your child. A leaflet detailing the council's policy is also available from all establishments. If you wish a copy, please ask for one at the school office.

## **REGISTRATION AND ENROLMENT**

All children from the age of 3 are eligible to enrol for early years education. Details about enrolment are published annually in the local press and parents are invited to register with an establishment of their choice at a time advised by North Ayrshire Council.

Registration normally takes place in January for starting early years the following August and places will be allocated in accordance with the council's admissions policy. If there are more applications than there are places e.g. 40 applications for 35 places, a ballot will be held to allocate places and parents will be informed of the result of the ballot as soon as possible thereafter.

If you feel you are eligible for a 2 year old place please contact Childcare and Recreation Information Service (CARIS) on 0345 351 3000 or email [caris@north-ayrshire.gov.uk](mailto:caris@north-ayrshire.gov.uk).

## **ATTENDANCE**

If your child is unable to attend their early years session, for whatever reason, please make sure that you notify school office staff on 01294 218823. A telephone call or a message passed on is sufficient. Please also let the staff know when we can expect your child to return. In line with our absence monitoring policy, if we are not notified of your child's absence a member of the school office will contact you at home to establish the reason for absence and an anticipated return date. Regular attendance is important for the following reasons:

- The curriculum of the early years is carefully planned to ensure continuity and progression for your child.
- A pattern of regular attendance should be established for children as this will be important throughout their education.

## **ARRIVAL AND COLLECTION OF CHILDREN**

It is expected that a responsible adult will bring your child to and from the early years.

Please note that:

- No person under the age of 16 is eligible to bring or collect your child.
- Pre-5 pupils should not be conveyed to and from the early years by taxi unless accompanied by an adult.



In the interests of safety you should make a point of telling a member of the early years staff if your child is to be collected by someone not known to staff members. This avoids difficult situations as a child will not be allowed to leave with an adult who is a stranger to the staff.

## **TRANSITION**

In St John Ogilvie Early Years we aim to ensure smooth and effective transitions from home in to early years and school. We provide a range of experiences to support the children and parents/carers to ensure everyone feels happy, safe and secure at these times.

## **HOME TO EARLY YEARS**

Home visits are arranged for children entering the Caterpillar Room to enable staff, families and children to get to know each other in the home environment. Transition visits within the early years environment are also arranged for children starting in the Caterpillar room or Butterfly room to allow them to become familiar with staff, peers and a new environment.

## **WITHIN EARLY YEARS**

Transition visits are arranged for children transitioning from the Caterpillar to Butterfly Room. These visits support the children in becoming more familiar with a new environment, other children, staff and their key worker. Children move when they are ready to do so. This will not necessarily be as soon as they turn 3 years old. The staff from both rooms work closely together to pass on all information. Transition meetings are also arranged so that parents/carers can meet with their child's new keyworker. These meetings allow for information to be shared and new targets to be discussed. Throughout the year the children in the Butterfly and Caterpillar Room play together in the shared outdoor learning area and are therefore already familiar with some members of staff and other children.

## **EARLY YEARS TO SCHOOL**

All parents should enrol their child for school during the registration week in January. Details will be displayed on early years noticeboards and in the local press.

To make transition from our Early Years Class to Primary 1 as smooth as possible we run an effective programme of activities throughout the year for pre-school children. These include:

- ❖ Primary 1 teacher working with the children in our Early Years Class.
- ❖ Children taking part in activities with their primary 6 buddy.
- ❖ Primary 1 teacher visiting other early years establishments in April/May.
- ❖ Children working in the Primary 1 open area and playroom.
- ❖ Children participate in activities in the school environment including the gym hall, playground and music/drama room.
- ❖ Children visiting the Primary 1 class for activities and a story.
- ❖ Children visiting the Primary 1 class in small groups.
- ❖ Children working alongside current Primary 1 pupils.
- ❖ Children meeting as a class with their new teacher in Primary 1 classroom.
- ❖ Parents' Meeting with Mrs McCulloch, Head Teacher in May.
- ❖ Children and family visiting the lunch hall to experience our lunch programme.

The Family Learning Team also run a Supporting Transition in to Primary (STIP) programme to assist families at this time.

During the first few days of Primary 1, early years staff are available as additional support to help settle the children into their new environment and routines.

A 'Stay and Play' afternoon takes place early in the session which offers an opportunity for parents to find out how best to help their child at school.

## SECTION 4: CURRICULUM FOR EXCELLENCE

In St John Ogilvie Early Years we aim to encourage the emotional, social, physical, creative and intellectual development of children. This development will be achieved by providing a supportive and stimulating environment in which children can feel happy and secure.

### A CURRICULUM FOR EXCELLENCE

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.

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 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 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.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed overleaf.

## CURRICULUM FOR EXCELLENCE: THE CAPACITIES



Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the following websites:

<http://www.careinspectorate.com>

<https://education.gov.scot/parentzone>

[www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence)

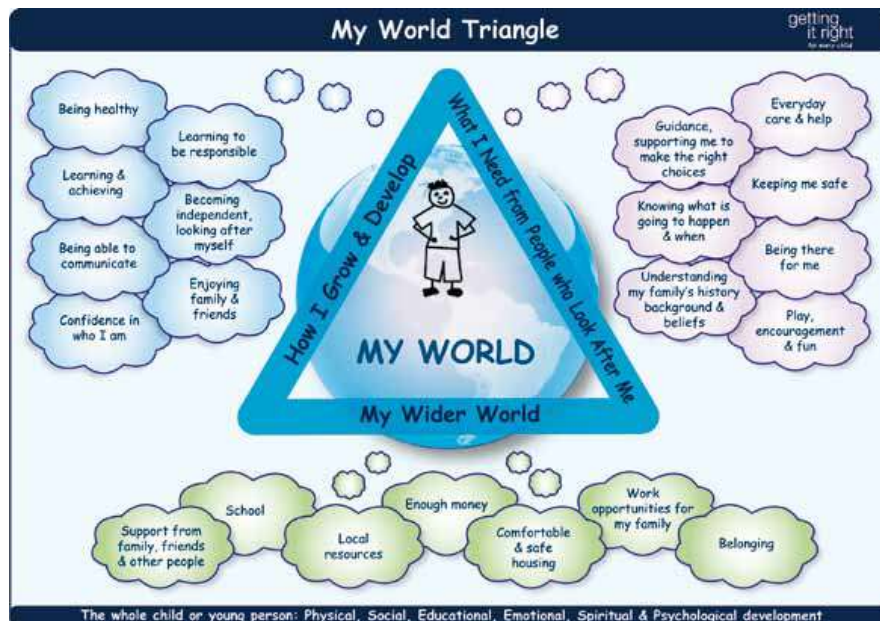
## PRE-BIRTH TO THREE: POSITIVE OUTCOMES FOR SCOTLAND'S CHILDREN AND FAMILIES

Pre-Birth to Three is the national framework for Scottish early years establishments working with children under 3. To ensure we provide the best possible start for the youngest citizens of our school, our staff strive to work together with families in order to get it right for every child. In accordance with these guidelines all adults working with Scotland's youngest children should demonstrate, through their practice, their awareness that every child has the right to a positive start in life through respectful relationships which show responsive care. In this way, Scotland's youngest children can be nurtured to develop a capacity for love, empathy, respect, resilience, positive relationships and the chance to succeed.

Planning is an effective way to take account of children's needs, dispositions, interests and stages of development. Flexible planning assists staff to be responsive, ensures that potentially rich and meaningful learning opportunities, which have not been planned, are also recognised and maximised. At St. John Ogilvie we share observations, talk, plan and reflect together to ensure our provision for children is consistent, appropriate, caring and motivating.

Our staff place observation, planning and assessment at the heart of their practice and this process should be seen as a continuous cycle in supporting our young children. Taking meaningful account of the four key principles of the document, **Rights of the Child, Relationships, Responsive Care** and **Respect** should ensure that staff help families to achieve the best possible start for all children.

If our provision is to respond meaningfully to the needs of children, planning needs to be informed by observations and regular assessment, and it has to include information from parents and other relevant professionals such as Health Visitors.



The keyworker system is extremely valuable in supporting this approach to planning, as staff who know the children and their families best can ensure that discussions and decisions about needs and next steps for children are on track.

Further Information about Pre-Birth to Three can be found on the following website: <https://education.gov.scot/improvement/learning-resources/pre-birth-to-three/>

## **SECTION 5: SCHOOL IMPROVEMENT**

### **STANDARDS AND QUALITY REPORT / SCHOOL IMPROVEMENT PLAN**

Schools and Early Years settings 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/carers 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?
- How Good is OUR School?

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.

Detailed information on the main achievements of the school in the last 12 months and plans for how we propose to further develop the school over the next 3 years can be found in the Standards and Quality Report and School Improvement Plan which are available on the school website at <https://blogs.glowscotland.org.uk/na/stjohnogilvieprimary/>

This session our School Improvement Plan has the following strategic priorities:

1. To enrich the quality of learning experiences and raise attainment in Literacy.
2. To enrich the quality of learning experiences and raise attainment in Numeracy and Mathematics.
3. To prioritise and promote the positive health and wellbeing of children, parents/carers and staff in response to the impact of COVID-19 in our community.
4. To enrich the quality of learning experiences both indoors and outdoors for all early years' children.

Copies of our School Improvement Plan and Standards and Quality Reports are available on request from the school office.

## **SECTION 6: SUPPORT FOR YOUR CHILD**

### **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**

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 via the Scottish Government website via here:

<https://education.gov.scot/improvement/research/equality-act-2010/>

### **CHILD PROTECTION**

Education Services 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 and 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 the 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 to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures. Mrs McCulloch, Head Teacher is our Child Protection Co-ordinator.

### **INCLUSION**

North Ayrshire Council is committed to supporting the well-being and educational progress of *all* learners including those with Additional support needs. Including learners requires all staff 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.

The presumption of mainstream as outlined in the Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire therefore has a duty to ensure that clear assessment outlines the additional support needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team around the Child to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents/carers to ensure all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

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's/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 from other agencies

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

## **ADDITIONAL SUPPORT FOR LEARNING**

Any child who needs more or different support to what is normally provided in schools or pre-schools 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**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

#### **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 determine 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 with 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 very well taught and that all pupil gets 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 of 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 consultation, collaborative assessment and planning interventions for your child after you agree 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:

<http://www.dsscotland.org.uk/wordpress/wp-content/uploads/2015/05/Consultation-Doc-June-2017-1.pdf>

## 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/>

Helpline: **0345 123 2303**

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

#### 2. Scottish Independent Advocacy Alliance

Website: <http://www.siaa.org.uk/>

Telephone: **0131 260 5380**

Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

#### 3. Scottish Child Law Centre

Website: <http://www.sclc.org.uk/>

Telephone: **0131 667 6333**

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

## GETTING IT RIGHT FOR EVERY CHILD – ENSURING THEIR WELLBEING

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 coordinate 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)

<b>Safe</b>	<b>Healthy</b>	<b>Achieving</b>	<b>Nurtured</b>
<b>Active</b>	<b>Respected</b>	<b>Responsible</b>	<b>Included</b>

### 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 and in partnership with 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](http://www.girfecna.co.uk).

### PSYCHOLOGICAL SERVICES

The Educational Psychology Service in North Ayrshire is part of and contributes to aims of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents/carers 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 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, the school/early years may have an informal discussion with the Educational Psychologist to 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 process. Find out more at: <http://www.northayr-edpsychs.co.uk/>

### TRANSPORT

The authority does not normally provide transport for children attending early years. The council may, however, provide transport to and from early years for children with additional support needs who may require travelling some distance to take up their early years place. All such arrangements are subject to regular review.

## **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.

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf>

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:

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

## **MEDICAL AND HEALTH CARE**

### **ILLNESS**

The establishment would welcome a telephone call if your child is not able to attend.

If your child is suffering from childhood illness e.g. measles, mumps, etc. it is helpful to other parents if you notify us. Staff will also give you guidance as to how long your child should be absent, referring to Community Health guidelines.

If your child is suffering from sickness or diarrhoea, please ensure that they are kept from attending early years sessions until they have had a clear 48 hours. This prevents other children becoming infected.

If your child becomes ill while at early years, staff may feel it is more appropriate for your child to be at home. You will be contacted in the first instance, but the emergency contact will be notified if you are not available.

### **ADMINISTRATION OF MEDICINES**

If your child is in need of medication during his/her time in the early years you should discuss his/her requirements with our Early Years Manager. Prescribed medication will be given at the discretion of the Head Teacher or Manager and, if appropriate, you will need to fill in a form which authorises staff

to administer the medication to your child. Eyes are tested by the optometrist in the children's pre-school year.

If your child suffers from asthma you must tell the Senior Early Years Practitioner if there are any activities or specific circumstances which are likely to bring on an attack. If your child has need of an inhaler, please provide an inhaler which will be stored appropriately in the early years. All medication will be audited on a monthly basis.

If your child suffers from any form of allergic reaction you must tell the Early Years Manager of the specific circumstances which are likely to bring about this reaction and also of what treatment is appropriate when a reaction occurs.

## **MINOR ACCIDENTS AND UPSETS**

If your child takes ill or has an accident in the early years class, which requires that they need to be sent home or for treatment, First Aid will be provided and parents or carers contacted. 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. This information should be updated as required. 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.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/carers will be notified immediately.

If medical treatment is required, the parent or emergency contact will be notified wherever possible. Where parents/named emergency contact person are unavailable, medical advice/treatment will be sought as required.

## **HEAD INFESTATION**

From time to time, head lice may affect a small number of children in our early years. A regular check each week when the hair is being washed will quickly detect any problem. Use a fine-toothed comb and comb the hair forward from the nape of the neck when the hair is wet.

If you find lice are present:

- Contact your local chemist, doctor or school nurse for advice about the current recommended treatment.
- Treat everyone in the immediate family at the same time.

If you discover your child has head lice please inform early years staff as soon as possible. We are more than happy to offer any advice if required.

## **SECTION 7: 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 and Seesaw for Schools App. 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 Head Teacher, Early Years Manager or Senior Early Years Practitioner. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

### **PARTNERSHIP WITH PARENTS**

Early years staff will work in partnership with parents/carers to develop children's learning. We acknowledge parents/carers as the first educators of their children and recognise the importance of a collaborative approach, where staff and parents/carers work together to support their child's learning.

We encourage good relations with parents/carers in the following ways:

- Inviting parents/carers to early years' events.
- Online information via Seesaw for Schools app.
- Involving parents/carers in settling children into the early years.
- Discussing children's experiences and achievements.
- Exchanging information informally.
- Displaying plans of work.
- Displaying children's work.
- Organising meetings or open days to discuss the curriculum and early years activities.
- Providing oral and written reports on children's progress.
- Involving parents/carers in fund-raising activities.
- Encouraging parents/carers to participate in the early years sessions.
- Providing a regular newsletter.
- Running parent/carer groups including Peep, PPP, Bookbug and Rhyme Time.
- Organising coffee mornings for parents.
- Setting and evaluating individual targets in collaboration with the child and parents/carers.

Text messaging is used on a regular basis to inform parents of any early years events and also to remind parents of various things throughout the session e.g. holidays, outings, etc.

We also seek the views of parents on a number of areas by sending out questionnaires. The views of parents are very important to us in helping to improve our early years establishments.

## **RECORDING AND REPORTING CHILDREN'S PROGRESS**

We assess children all the time. We like to highlight what the children can do, and use success to encourage progress and plan with the children their next steps in learning. We try to match the curriculum to each child's individual needs. We also gain information from discussions with colleagues and parents. Parents' meetings with early years staff are held in school twice a year, usually in October and May.

### **CATERPILLAR ROOM (2 – 5 years of age)**

Children in our Caterpillar Room set developmental targets. The staff use the Pre-Birth to Three document and 27 month check to plan for the children's social, cognitive, language, physical and self-help skills. Each child has a folder containing his / her experiences and developmental milestones as well as termly targets.

### **BUTTERFLY ROOM (3 - 5 years of age)**

Children in our Butterfly Room set termly learning targets in Literacy, Numeracy and Health and Wellbeing. We record the information and keep samples of children's work to monitor achievements. Each child has a folder containing all his / her achievements. Parents are more than welcome to view folders at any time. During the year, you will be given opportunities to discuss your child's targets, progress and next steps with your child's keyworker. At the end of your child's pre-school year your child will receive a written transition report. This, along with other records and samples of work, will be given to you, and, with your permission, are made available to the primary staff. 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.

## PARENT COUNCIL

St John Ogilvie Primary and Early Years has a Parent Council as well as a Fundraising Committee.

Members of the Parent Council are:

Chair:	Mrs Jacqui Quirk
Secretary:	Mrs Pauline Hendry
Treasurer:	Mrs Jennifer Black
Fundraising:	Mrs Karen Brown
Church Representative:	Mrs Pauline McCourt

Contact details: Any member of the Parent Council can be contacted through the school office.

The school is indebted to the Parent Council for the time and passion they give to providing the children with many additional opportunities.

Any parent or carer of a child at the school including early years can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.



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 and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, 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, and 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>



## **SECTION 8: 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 the SQA 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
- 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:
  - <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

### **Data Policy**

Information about pupils' education is collected through our statistical surveys 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 on secure servers 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 through the Pupil Census 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 [National Data Linkage Guiding Principles](#) 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://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

## **Concerns**

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on [dpa@gov.scot](mailto:dpa@gov.scot) or the Head of Education Analytical Services, Mick Wilson, at [mick.wilson@gov.scot](mailto:mick.wilson@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](mailto:casework@ico.org.uk)

## **IMPORTANT CONTACTS**

### **Interim Executive Director (Communities)**

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01294 310000

### **Head of Service**

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### **Interim Head of Service**

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## **DISCLAIMER:**

**Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:**

- a). Before the commencement or during the course of the school year in question.**
- b). In relation to subsequent school years.**