

ST. JOHN'S PRIMARY



LUX FIAT

**St. John's Primary School
Morrison Avenue
Stevenston
KA20 4HH
01294 464557**

School Handbook 2020-2021

Contents

Headteacher Introduction

Communities Directorate (Education Services)5

- Directorate Vision, Values and School Aims

Section 1: School Information6

- School dress code and uniform
- A Charter for Catholic Schools in Scotland
- School Values
- School Staff
- School Calendar/Holidays

Section 2: School Procedures12

- School Security
- Positive Relationships
- Playground Supervision
- Absence from School Premises at Breaks
- Personal Belongings
- Mobile Phones
- Information in Emergencies
- Listening and Learning

Section 3: Footwear, Clothing, Free School Meals and Transport.....16

- Footwear and Clothing Grants
- Free School Meals
- School Transport Policy

Section 4: School Registration, Enrolment and Attendance.....18

- Registration and Enrolment
- Attendance at School
- Structure of Classes
- Transfer to Secondary School

Section 5: Curriculum for Excellence.....21

- Curriculum for Excellence
- The Capacities
- Assessment and Reporting
- Homework

Section 6: School Improvement25

- S&Q Report/Improvement Plan

Section 7: Support for your Child.....	26
<ul style="list-style-type: none"> ▪ Equalities ▪ Equality Act 2010 ▪ Child Protection ▪ Inclusion ▪ Additional Support for Learning ▪ GIRFEC ▪ Additional Support for Learning ▪ Dispute Resolution Procedures ▪ GIRFEC ▪ Psychological Services ▪ Data Protection ▪ Medical and Health Care 	
Section 8: Parental Involvement	33
<ul style="list-style-type: none"> ▪ Home School Links ▪ Reports to Parents 	
Section 9: Pupil Data Collection and Protection Policies	36
Appendix 1: Important Contacts.....	38

Headteacher Introduction

Dear Parent/Carer

It gives me great pleasure to welcome you and your child to St. John's Primary School. This handbook contains helpful information regarding all aspects of school life.

Starting school is a very exciting time for you and your child. At St. John's Primary School we have a very caring team of staff who will help your child to settle quickly into school.

In our school we offer a variety of experiences for your child to learn many new skills and to develop their talents through a broad general education.

We aim to make every child feel special and to feel part of our community. We also encourage our pupils to care for and show respect to everyone.

We look forward to working in partnership with you as your child learns and grows at St. John's Primary School.

We are always here to offer support and advice. Please feel free to contact me if I can assist you in any way.

I look forward to working with you and your child.

Yours sincerely

Karen McAllister

Karen McAllister
Head Teacher

Communities Directorate (Education Services)

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.

SCHOOL AIMS

VALUES

INVOLVEMENT

RESPECT

FAITH

TEAMWORK

CREATIVITY

We will work together in partnership to develop mutual respect and trust, sharing the same goals, to develop skills for life.

We will provide a safe and welcoming community where everyone is treated as an individual and is supported to achieve.

We will work together as a whole school team to challenge and support excellence in learning and teaching.

We will work together with the church community to develop the ethos of Catholic faith impacting on the spiritual and emotional growth of all.

We will provide a child centred curriculum that is relevant, challenging and progressive to meet the needs of all learners.

We will ensure that the social, emotional and mental wellbeing of everyone is at the heart of all we do by 'Getting it Right for Every Child'.

We will be reflective and evaluative in our practice to raise attainment and achievement for all.

SECTION 1: SCHOOL INFORMATION

School Name: St John's Primary School
Address: Morrison Avenue
Stevenston, KA20 4HH

Telephone Number: 01294 464557
Fax No: 01294 467897
email: stjohns@ea.n-ayrshire.sch.uk

Denominational Status: Roman Catholic

The school is co-educational.

The School Building and population

Capacity of School: 231

Parents should note that the working capacity of the school might vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Stages covered: Primary 1 – Primary 7
Present roll: 104

Primary 1 21 pupils
Primary 2/3 16 pupils
Primary 4/5 21 pupils
Primary 5/6 25 pupils
Primary 7 21 pupils

Predicted intake: 2021 10
2022 10

The semi open plan teaching areas comprises of:

- 1 Open class and small open area in infant area
- 3 Open classrooms
- 2 Closed classrooms
- 1 Large open area
- 1 Library
- 1 Music room
- 1 Support for learning room
- 1 Nurture room
- 1 Assembly Hall/gymnasium with male & female changing room

The school administration area comprises of:

Head Teacher's Office
Depute Head Teacher's Office
School Office
Medical Room
Teacher Resource Base

The school is a single storey building with all the facilities on the same level with the exception of the gym hall, which is at a slightly lower level. There is disabled access to all areas of the school with ramps at every room and at the main entrance. Appropriate toilet facilities are available for all.

The school has an Early Years Class with a capacity of 18 children at any one time. The Early Years Class offers morning and afternoon sessions and is open from 8.45 am until 4.45 pm every day 39 weeks of the year. The Early Years Class has been fully refurbished and offers a beautiful indoor environment as well as a canopy for all weather outdoor play.

There is a Community Learning & Development base staffed by health and educational professionals within the school campus. This base has its own access at the side of the building. Staff based there contribute to and enhance the school's health and personal and social education programmes.

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 discussions with parents, pupils and the Parent Council.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, discipline, and community spirit and a decrease in bullying and an 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 discipline.

Types of clothing which 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

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils become upset over the occasional loss of pupils' 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.

SCHOOL UNIFORM

Our school policy is for all pupils to wear the recommended school dress for St. John's that the Parent Council and parents strongly support. For your information and consideration the items listed below:

Blouse/ shirt (white or lilac) and Tie
Skirt/ trousers (grey)
School sweatshirt with logo (purple)
School polo shirt with logo (white or purple)

P.E. KIT

Each child should have plain shorts, a T shirt and indoor gym shoes or trainers for gym lessons. **Jewellery is not permitted for safety reasons.**

It would be extremely helpful if all items of clothing were labelled.

Pupils will not be deprived any educational benefit as a result of not wearing uniform. We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, i.e. metal buckles, jewellery. These items are the responsibility of the pupil. Long hair should be tied back.

A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue
- a commitment to support the continuing professional and spiritual development of staff

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter



Withdrawal

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The Head Teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the supervision of the child.

Teaching Staff

Head Teacher	Mrs K McAllister
Depute Head Teacher	Mrs J Boyle
Primary 7	Mrs A Gallagher
Primary 5/6	Mrs P Durning
Primary 4/5	Mrs Michelini
Primary 2/3	Miss L Adam
Primary 1	Mrs S L Cavani and Mrs K Friels
Nurture	Mrs L Wilson

Early Years Class

Clare Harvey (Senior Early Years Practitioner)
Kaiyleigh Paterson (Senior Early Years Practitioner)
Mrs C Montgomery
Miss L Dewar (Early Years Practitioner)
Miss S Davidson (Early Years Practitioner)
Mrs F O'Sullivan (Early Years Practitioner)

Reading Recovery

Mrs Griffiths

Administration Staff

Education Assistant	Mrs D Reid
Janitor	Mr J Graham

Support Staff

Classroom Assistants	Mrs D Davidson Mrs S Gilmour (Main First Aider) Mrs K McGuire Mrs C Maneely
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Catering Team Mr J Kean based at Hayocks Primary School

Cleaning Team Mrs C Anderson
Mrs C Farrell

School Partners

Chaplain

Canon Martin Poland
St. John's Church
Hayocks Road
Stevenston
KA20 4DE
Telephone: 01294 463225

School Nurse

Educational Psychologist

Home Inclusion Worker

Active Schools Co-ordinator

Sr Eileen Murney

Dr K Whitehead

Mrs A Wall

Mr A McNicol

School Holidays and In-Service Dates 2021/2022 (all schools except Arran)

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Tuesday	17-Aug-21		
	Pupils Return	Wednesday	18-Aug-21		
	Teacher (In-Service)	Monday	20-Sep-21		
	Close	Friday	08-Oct-21		39
Term 2	Pupils Return	Monday	18-Oct-21	5	
	Teacher (In-Service)	Thursday	18-Nov-21		
	Local Holiday	Friday	19-Nov-21		
	Local Holiday	Monday	22-Nov-21	7	
	Close	Wednesday	22-Dec-21		85
Term 3	Re-open	Thursday	06-Jan-22	17	
	Local Holiday	Friday	11-Feb-22		
	Local Holiday	Monday	14-Feb-22		
	Teacher (In-Service)	Tuesday	15-Feb-22		
	Pupils Return	Wednesday	16-Feb-22	19	
	Close	Friday	01-Apr-22		145
Term 4	Re-open	Tuesday	19-Apr-22	30	
	May Day	Monday	02-May-22	31	
	Teacher (In-Service)	Friday	27-May-22		
	Local Holiday	Monday	30-May-22	32	
	Pupils Return	Tuesday	31-May-22		
	Close	Wednesday	29-Jun-22	66	195
22/23	Pupils Return	Thursday	18-Aug-22		

In Service days: 17th August, 2021, 20th September, 2021, 18th November, 2021 15th February, 2022 and 27th May, 2022

Pupil attendance will be 190 after deducting 5 in service days

SECTION 2 SCHOOL PROCEDURES

SCHOOL SECURITY

North Ayrshire Council has 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.

POSITIVE RELATIONSHIPS

The school expects a high standard of behaviour from its pupils and aims to promote positive behaviour. The relationship between pupil and teacher is like that between child and parent. Both sides must respect each other and see each other's point of view. We use restorative practices where children and staff are encouraged to find a solution to disagreements together.

To bring this about certain rules have to be made to ensure the safety and well-being of all. Any sanctions are imposed for the benefit of the child and the rest of the school and parents are asked to support the school fully in this matter. We have a Positive Relationships Policy in St. John's.

If any child's behaviour is giving us serious cause for concern, parents will be contacted by telephone or letter and an interview may be arranged. Should the behaviour of any child continue to disrupt the education of others in the school then further steps will be taken in consultation with the parent/carer and child.

PLAYGROUND SUPERVISION

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 North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

Parents should encourage their children to follow these rules in the interests of safety. The Council meets the terms of the legal requirements 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.

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 lunchtime.

It is the policy of North Ayrshire Council that pupils should not leave school grounds at intervals. Primary pupils may go home for lunch with their parents' approval. Parents should write to the school if they wish their child to go home unaccompanied at lunchtime. Parents collecting children at lunchtime should come to the school office.

Our school policy is for parents to send a note to school requesting permission for their child to go home at lunchtime. Parents should collect children from the school reception area. On their return pupils should enter by the front door and report to the school office.

PERSONAL BELONGINGS

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist 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.

SCHOOL MEALS

Lunch and a light tea are provided for our Early Years children as well as a healthy snack.



School meals are provided free of charge for children in classes P1-P3.

School meals include a choice of hot meals / filled rolls / sandwiches / fruit / puddings which are supplied by a cash cafeteria system. Parent Pay has been introduced for the payment of meals for P4-P7 pupils.

Parents of children with special dietary requirements should contact the school to arrange a meeting with the Catering Staff and the Head Teacher.

There is provision for children to have a packed lunch. **For health and safety reasons the use of cans, screw-topped bottles and glass bottles is not encouraged.** It is recommended that plastic bottles with sports tops or cartons and plastic containers with a drinking straw be used. Parents are asked to label their child's packed lunch box and drinks.

MOBILE PHONES

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils are asked to hand mobile phones into the school office at 9.00 am and pick them up at 3.00 pm

Inappropriate use of text messages and/or photographs/recordings (video and audio)

whilst in school may be treated as a breach of school discipline or a serious incident, which could be referred to the police.

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, and 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, texts (where possible), NAC website, notices in local shops and community centres, 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 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 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 making 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 Services 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 claimants monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), both Working Tax Credit and Child Tax Credit (with an income up to £7,330) 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 Contact Centre on 01294 310000 or the Council's Welfare Reform Team on 0300 99 4606 for further advice. Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving Universal Credit (claimants monthly income must not exceed £610.00), Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, both Working Tax Credit and Child Tax Credit (with an income up to £7,330) are entitled to a free midday meal and free milk. Parents and 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-P3 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

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 suitable walking route or through this link:

<https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.docx>

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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 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 their child behaves in a safe and acceptable manner while boarding, travelling

in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

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

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

Section 4: School Registration, Enrolment and Attendance

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 and 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.

The dates for registration of school beginners will be advertised in the local press in January each year. Pupils will be registered in the school for their catchment area and parents provided with information about the school and procedures for making placing requests, if required.



Information is also posted on the school notice board, St. John's Church, Stevenston Library and local Pre-5 establishments.

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.

At the time of enrolment, parents are asked to inform the school of any condition, medical or otherwise, which their child may have to allow special arrangements to be made if appropriate.

We hope to make your child's first experience of school a happy and positive one. We enjoy close links with the nurseries and play groups in the town. During the summer term school staff will visit your child in his/her pre school establishment. Parents and children are invited to take part in a series of visits at our school so that we get to know each other. Parents and carers are given information about our school, meet staff and have opportunity to ask questions.

This induction programme continues in the new session with a series of visits by the parents when they are introduced to the curriculum and methods used by the school. Parents are also shown how they can work in partnership with the school in their child's learning.

The dates for Nursery registration are advertised in the local press and are normally January/February each year.

ATTENDANCE AT SCHOOL/LATENESS

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded 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 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.

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 numbers 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 4 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.

St. John's Primary School is an associated primary school of:

St. Matthew's Academy
Jacks Road
Saltcoats
Tel No: 01294 606680

During their time in P7, pupils are taken to St. Matthew's Academy 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 Primary 7 and passed onto the secondary 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

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 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 Curriculum for Excellence website.

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence.

EXTRA-CURRICULAR ACTIVITIES

We offer a range of extra-curricular activities throughout the session including lunchtime and after school clubs.

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 Years – S3) is based on teachers' 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 (SNSA) 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.

Parents, families and carers have a key role in helping children to learn. Your child's teacher will keep you informed about their progress. 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.

All homework will be detailed in individual pupil planners.

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.

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, learning 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.

Section 6: S&Q Report/Improvement Plan

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.

School Improvement

Our priorities for School Improvement in session 2020-2021 are:

Every session schools set their priorities for improvement. During session 2020-2021 our school priorities are to:

- Work with our cluster schools to enrich the quality of learning experiences and raise attainment through visible learning and growth mindset
- Refine school self-evaluation systems and process to support quality improvement
- Enrich the quality of learning experiences and raise attainment in Literacy and Numeracy
- Reduce inequalities and deliver improved outcomes for children

Section 7: 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 here:

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

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 and Safeguarding North Ayrshire's 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.

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 to 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 take ensure it is 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.gov.scot/Resource/Doc/348208/0116022.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

2. Scottish Independent Advocacy Alliance

Website: <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/>

Telephone: **0131 667 6333**

Email: 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

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

This legislation will be enacted in August 2016.

Education Services 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 Services and in partnership with Education have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

WHY WE HAVE TO GET IT RIGHT FOR EVERY CHILD

The life chances of each young person are improved if we all work together to educate and support them. Today's young people can become more healthy, more self-sufficient, have better achievement and employment prospects and be enabled to be positive contributors to the communities in which they live. All in society will benefit from these outcomes.

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 strategic objectives of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with parents, teachers and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals where there is specific need, but also have a significant role in offering training, support and consultation to education establishments aimed at enhancing outcomes for *all* children.

Your child's school/ Early Years Centre 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, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil, the school/ centre takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school/ early years may have an informal discussion with the educational psychologist to ask for general advice and/ or consider possible involvement.

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

Find out more:

<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.

<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

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 or 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.

Section 8: Parental 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, Head Teacher or Head of Centre. 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 encouraged 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:

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



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>.

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 Management Team.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Principal Teacher, Head Teacher or Head of Centre. 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 Primary 1 pupils and keep parents informed of events with a range of newsletters, website updates, texts and invitations.

Parent helpers and community members are also involved in classroom activities, library times and sports training, offering their expertise on a voluntary basis.

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.

Parent Council

Chairperson: Claire Jackson and Christina Scally (joint)
Secretary Nicola Stewart and Dot Duncan
Treasurer: Siobhan Smith and Lynsey Jenkins
Church Representative: Canon Martin Poland
Staff Representative: Mrs Karen McAllister Tel: 01294 464557 (school)

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 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
 - [publishing statistical publications and additional tables about School Education](#)
 - [providing school level information](#)

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 [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/schooleducation/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.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.

Important Contacts

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Head of Service

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