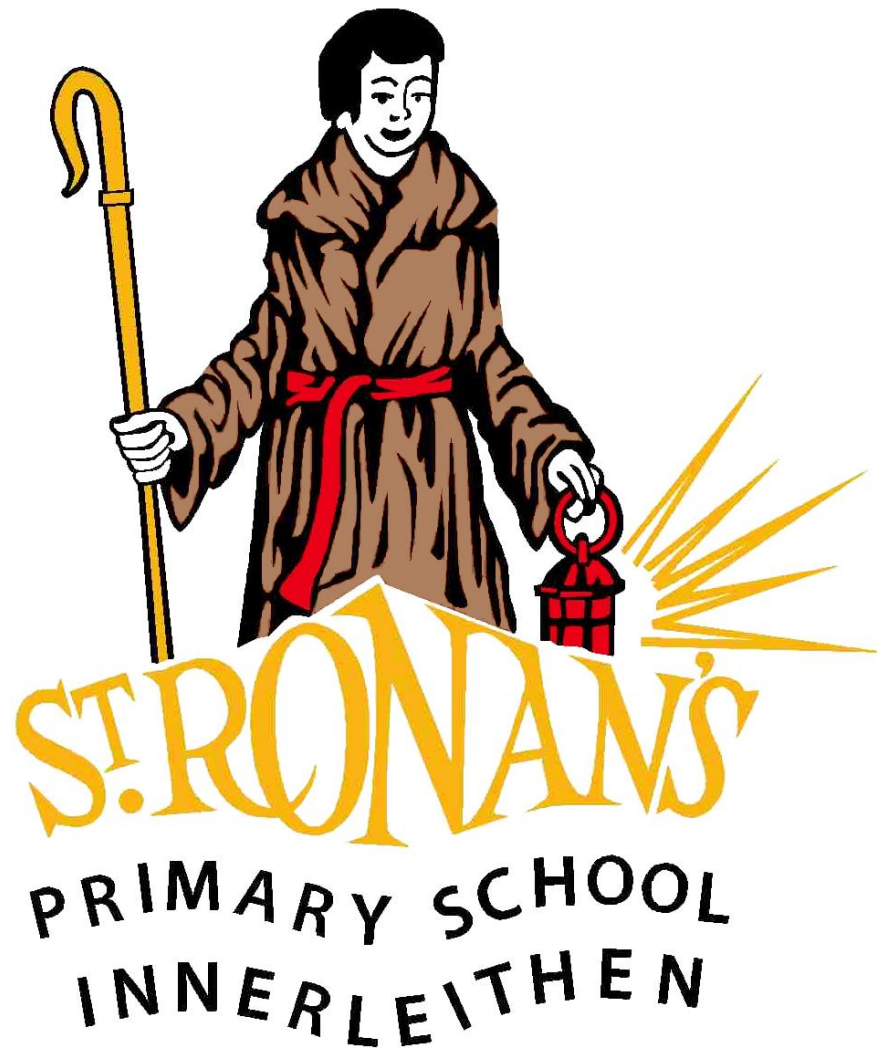


# St. Ronan's Primary School



**Handbook 2023-2024**

<https://stronansprimary.co.uk>

## Disclaimer

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches the parents/carers.

More general information can be found here:

<http://www.educationscotland.gov.uk/parentzone/index.asp>

# St. Ronan's Primary School

## Handbook 2023/24

School Handbooks serve a variety of purposes: they communicate the ethos of the school and provide a welcome for parents. They help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The School Handbook should help you to understand your child's learning journey; help you become involved and help you to support your children.

Throughout this Handbook, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

### Headteacher's Welcome

Dear Parents/Carers,

Welcome to the St Ronan's Primary School Handbook for Parents. I hope that you find this handbook both useful and informative.

At St Ronan's Primary School we are all committed to working in partnership with you regarding your child's wellbeing, learning and care and look forward to a happy relationship between pupil, family and school. We are part of a partnership arrangement with Walkerburn Primary School in Walkerburn and I am Headteacher of both schools.

We believe that a child's time in nursery and primary school is crucially important for their development as happy, successful people and we try to ensure that every child feels happy, cared for, has their needs met and makes good progress.

St Ronan's Primary School prides itself in its warm, family environment and I know that this will prevail throughout the 2023/24 school session. We are a focal point for the Innerleithen community and take opportunities to involve the community in the life and work of the school. If, at any time, you wish to discuss any issues regarding your child or the work and life of the school, please do not hesitate to get in touch with a member of the team; we will be only too pleased to help.

Caroline Elsey  
Headteacher, Partner Schools.

**Telephone:** 01896 830349

**Email:** [caroline.elsey@scotborders.gov.uk](mailto:caroline.elsey@scotborders.gov.uk)

**Website:** <https://stronansprimary.co.uk>

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# Our Strategic Aims



## St. Ronan's Primary School—Strategic Aims— 2023-2024



Our **STRATEGIC AIMS** are designed to help us deliver the best outcomes for our children, staff, families and the community. The Aims were developed in line with national guidance, our Vision and Values, through our self-evaluations and School Inspection.

### St. Ronan's Vision

***St. Ronan's is a school at the heart of the community where everyone is nurtured and inspired to achieve their full potential.***

### St. Ronan's Values



### Achieving St. Ronan's Aims

#### **HEALTH AND WELLBEING**

The health and wellbeing of our whole school community is at the heart of the life and work of the school.

#### **SELF-EVALUATION**

All stakeholders are involved in an embedded, systematic and rigorous approach to self-evaluation, at individual and school level, which leads to improved attainment and outcomes for all our children.

#### **LEADERSHIP**

We have an accountable school team where staff, children, parents and partners are clear about their roles and are supported to develop their leadership responsibilities.

#### **CURRICULUM**

Our curriculum is designed to meet the needs of all our children, takes account of our local context and inspires, motivates and engages them in their learning.

#### **HIGH QUALITY LEARNING AND TEACHING**

Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children.

#### **SYSTEMS AND PROCESSES**

We have effective systems and processes which support our strategic aims, self-evaluation and school improvement priorities.

# Our Shared Vision and Values

## OUR VISION

*St. Ronan's is a school at the heart of the community where everyone is nurtured and inspired to achieve their full potential.*

OUR VALUES guide the way that we work:

					<b>R</b>	<b>E</b>	<b>S</b>	<b>P</b>	<b>E</b>	<b>C</b>	<b>T</b>						
				<b>H</b>	<b>O</b>	<b>N</b>	<b>E</b>	<b>S</b>	<b>T</b>	<b>Y</b>							
<b>R</b>	<b>E</b>	<b>S</b>	<b>P</b>	<b>O</b>	<b>N</b>	<b>S</b>	<b>I</b>	<b>B</b>	<b>I</b>	<b>L</b>	<b>I</b>	<b>T</b>	<b>Y</b>				
				<b>C</b>	<b>A</b>	<b>R</b>	<b>E</b>										
				<b>I</b>	<b>N</b>	<b>C</b>	<b>L</b>	<b>U</b>	<b>S</b>	<b>I</b>	<b>O</b>	<b>N</b>					

We aim to:

- Be a **community** school with partnerships that support learning for all
- Be **honest**, **respectful** and **caring** towards every member of our community
- **Nurture** and **inspire** each other to be **confident**, healthy, safe and happy
- Be **ambitious** for and **include** every child, family and member of staff
- **Challenge** and **support** learners through excellent teaching and learning
- Take **responsibility** to **achieve** our own goals
- Be **active** and learn in lots of different ways
- Be **creative** and **resilient**; always looking for better ways to learn and solve problems

## Our School - Inside & Out

St. Ronan's Primary School is a hub of learning within the community of Innerleithen and district. Built in 1957 and located within some five acres at the east end of the town, the school commands one of the most attractive situations in the Scottish Borders.

To the south lies the flood plain of the River Tweed overlooked by the forested area of Caddon Bank and Plora and to the north the slopes of Pirn Craig.

The school presently has 265 pupils on the Primary 1-7 roll, while the Nursery provides early learning and childcare for 2-5 year olds. There are currently ten classes P.1-7 classes.

The school accommodation includes a large dining/assembly hall with stage, a gymnasium with changing rooms; eleven classrooms and community rooms. We have a brand new, state of the art Early Years Centre which opened in August 2021 this can accommodate up to 95 children. The school boasts a well-stocked library and IT room with an excellent range of reading resources. Our kitchen produces delicious home-cooked meals. The school reception and administration areas are designed to be welcoming to all.

We are a Community School with an active Community Centre with dedicated space, providing facilities for many different groups. The facilities, including both Halls, can be hired out on application to the School Janitor or through the Community Centre pages on the school website.

Outdoors there are extensive playing fields which include two football pitches, while tarmac and grass play areas surround the building. These have been enhanced by the installation of custom play markings. We have a well-maintained all-weather pitch which is a facility for school and community use. At the west end of the school there is a purpose built play area for the younger children. Trim-track style facilities for the middle and upper school are also in place at the east end of the school. A woodland area and nature trail provides rich educational and play opportunities and there is a flourishing school/community edible garden.

The facilities in the school complex are available for use by community organisations in the evenings. Please contact the school for a booking form or further information - [william.irvine@scotborders.gov.uk](mailto:william.irvine@scotborders.gov.uk)





## Contacting Us

<b>Name of School</b>	St. Ronan's Primary School
<b>Address</b>	Pirn Road Innerleithen EH44 6PB
<b>Telephone</b>	01896 830349
<b>Email</b>	stronansps@scotborders.gov.uk
<b>Website</b>	<a href="https://stronansprimary.co.uk/">https://stronansprimary.co.uk/</a>
<b>Provision</b>	Nursery 2-5 year olds; Primary 1-7
<b>Roll</b>	Nursery: 43; Primary 1-7; 268
<b>Headteacher</b>	Ms Caroline Elsey
<b>Depute Headteacher</b>	Miss J. Lister
<b>Parent Partnership Email</b>	parentpartnership@st-ronans.org.uk
<b>St. Ronan's After School Club</b>	01721 724395 firstnursery@btconnect.com

### SCHOOL VISITS - NEW AND PROSPECTIVE PARENTS

If you are being offered a place at St. Ronan's for your child you will be invited to see around the school and to meet key staff. If you are interested in seeking a place for your child at St. Ronan's you should contact the Headteacher who will arrange to meet with you and arrange a visit for you and your family.

### ENROLMENT ARRANGEMENTS

Enrolment for the Early Learning and Childcare into the Nursery takes place in November for children who will have reached their third birthday and fourth birthday (pre-school) before 1<sup>st</sup> of March. Places are allocated on age - with the eldest children taking priority.

Enrolment for P.1 also takes place in November for entry to school after the summer holidays. As a general rule, pupils accepted at enrolment must have reached the age of five by 28 February of the following year.

### COMMUNICATION

We work very hard to ensure there is an appropriate flow of information between school and home. Newsletters are sent out on a monthly basis to parents and others connected with the school. The newsletter contains a variety of information. Parents can have a copy of the newsletter emailed to them so that they are aware one has been distributed. If you are interested in being on this email list please complete the online form available on the school website - <https://stronansprimary.co.uk>

Letters are also issued for specific purposes to particular classes or pupils - generally via email. Occasionally you will be asked for your permission for your child to take part in an activity. If permission slips are not returned your child will not be able to take part in the activity. You should check your child's bag on a regular basis for letters! Parents are also encouraged to communicate important information that affects their child's education to a member of the school staff.

We also use a Groupcall system which sends a text message to parents' mobile phones.

The school has a website which contains useful information: <https://stronansprimary.co.uk> . In addition, there is a Facebook page which duplicates the information sent out in newsletters and on the website. The Facebook page is carefully managed and monitored and is purely for giving information and is not a discussion forum. Instead, parents are requested to contact the school direct with any questions or concerns.

### **ABSENCE FROM SCHOOL**

If your child is going to be absent from school, it is imperative that you contact us. Parents should use the following text number to tell us that your child is absent from school: **07860-049-607**

Please do this before 8.40am on the day of absence and note your **child's name, class** and **brief reason for absence** in the text. Our system will recognise your number so that we know the text is from you. This text number can **ONLY** be used for absences and we **cannot** respond to nor read any other messages sent using this number.

If your child does not come into school and we have not heard from you, we will contact parents as soon as possible and before 9.30am.

It is imperative that parents keep the school up to date with emergency contact details. Change of address/emergency contacts/telephone numbers must be correct at all times.

Pupils should be in the school grounds at 8.35am ready for entry to school. If your child is too late to enter the school at their identified door, he/she should enter via the main entrance. All pupils who arrive late through the main door must report to reception and say why they are late. This will be recorded on the register.

If your child has returned home for lunch and will be absent in the afternoon, contact should be made immediately with the school.

### **CONCERNS AND COMPLAINTS**

Should you ever need to contact the school regarding your child, please don't hesitate to do this as soon as the concern arises. You are free to phone, write, or email to make an appointment with the appropriate member of staff. We try hard to deal with any concerns swiftly to minimise any upset to the child or the family.

We want our school to be as good as it can be for you and your children so it's important that you tell us right away if you're not happy about something.

When you have a concern we will listen to you, record what you are saying and investigate the issues raised then get back to you either in writing, by phone or in person.

Should you be unhappy with our response, we will refer the matter to officers at Scottish Borders. A leaflet on SBC Complaints procedure is available from the school office or at [www.scotborders.gov.uk](http://www.scotborders.gov.uk) . You can also contact SBC direct on 01835 82400.

## Essential Information

### **NURSERY DAY**

#### **Monday-Thursday**

<u>Morning session</u>	<u>Lunch</u>	<u>Afternoon session</u>
8.30-11.40am	11.40am-12.10pm	12.10-3.10pm

#### **Friday**

<u>Morning session</u>	<u>Lunch</u>	<u>Afternoon session</u>
8.30-11.40am	11.40am-12.10pm	12.10-12.20pm

### **P.1-7 SCHOOL DAY**

#### **Monday-Thursday**

Start time: 8.40am

Break: 10.20-10.35am

Lunch: 12.15-1.00pm

Finish time: 3.10pm

#### **Friday**

Start time: 8.40am

Break: 10.20-10.35am

Brunch: 11.40-12.10pm

Finish time: 12.20pm

### **BEFORE AND AFTER SCHOOL**

#### **P1 - P7 Breakfast Club (Breakfast and Activity Club)**

7.50-8.40am (last entry, 8.30am)

#### **St. Ronan's After School Club (Childcare)**

Mon -Thurs: 3.10-6.00pm

Fri: 12.20-6.00pm

### **ESSENTIAL ITEMS FOR SCHOOL**

Parents are asked to supply their children with the following essential items for use each day in school:

- Well-stocked pencil case (pencils, colouring pencils/felts, rubber, sharpener, ruler, glue stick)
- Black gym shoes/shoes (to be kept for indoor use - the children change when they come in to school)
- Dark shorts and plain white t-shirt for gym. No football strips are allowed in school.
- Painting/craft overall (an apron or old shirt is suitable)

### **UNIFORM AND CLOTHING**

The wearing of school uniform is actively encouraged at St. Ronan's. The benefits include:

- Giving pupils a pride in and sense of belonging to their school
- Increasing the school's profile in the local community
- Preventing competition between pupils over expensive fashion wear and helping to prevent bullying and victimisation of others on the grounds of what they wear
- Improving security in school and on school trips, as it is easier to identify who is a pupil in the school
- More convenient for parents

The School colours are black and gold (tie & badge) and grey (tops). All pupils are asked to wear:

- Grey skirt/pinafore/trousers
- White shirt/blouse/polo shirt
- Grey cardigan/pullover/sweatshirt with the embroidered school badge
- Black shoes or trainers to school and have a pair of black plimsolls or trainers to change into indoors
- In the summer months girls may wear a blue/white gingham dress

**Whilst we realise that other grey garments are available, we strongly recommend that children wear the official badged school sweatshirt or cardigan.** All garments can be ordered online at: Border Embroideries.

Please ensure children are sent to school with a suitable outdoor jacket - no matter what the weather is like when they leave home!

### **ALL ITEMS OF CLOTHING SHOULD BEAR YOUR CHILD'S FULL NAME**

The wearing of inappropriate items of clothing, e.g. fashion items, jeans, football shirts, hoodies and unsuitable footwear is not allowed. For safety reasons, pupils should not wear high heels, bulky rings or dangling or hoop earrings. The wearing of jewellery is not permitted during P.E. lessons and discouraged at other times. The wearing of make-up is discouraged.

Scottish Borders Council can offer families assistance towards the purchase of school clothing, subject to certain criteria. Find out more about help with school wear at:

[https://www.scotborders.gov.uk/info/20040/clothing\\_meals\\_and\\_transport/480/free\\_school\\_meals\\_and\\_clothing\\_grant](https://www.scotborders.gov.uk/info/20040/clothing_meals_and_transport/480/free_school_meals_and_clothing_grant)

### **SAFE ROUTES TO SCHOOL**

As part of our Safer Routes to School initiative the co-operation of parents in the following areas are requested in the interests of safety for all concerned:

- Only staff cars will be permitted to enter the school grounds between 8.15am and 9.00am and 2.45pm-3.30pm.
- Parking outside the school on the yellow zigzag lines is not permitted.
- Please observe the voluntary one-way system where cars should drive down St. Ronan's Road and along Craig Terrace - not up St. Ronan's Road.
- If it is necessary for you to drive your child to school, please park well away from the school and walk the rest of the journey
- Please remind your child to stay out with the staff parking area after school hours and to use the designated play areas within the school grounds
- The car park is an extremely hazardous area with buses, lorries, vans, etc. and therefore pupils are not permitted to traverse this area during school hours and immediately before and after the school day. The safety of all our pupils, staff and parents is paramount - this area is strictly out of bounds.
- Please do not drive into the area at the southern gateway to the school (farm road) - pupils use this as pedestrian access.

## **SECURITY**

In order to make our school as secure as possible children only should use the pupil entrance points at 8.40am, 10.35am and 1.00pm. At all other times parents, pupils and visitors must enter via the main door where a security system is in place. Visitors and parent helpers must 'sign in' at the school office.

## **SCHOOL MEALS**

School meals are available at £2.40 (P6-7), free (All P.1-5) for a two-course meal with the choice of two traditional dishes, or soup and sandwich option plus a drink of either water or milk. On Fridays a Brunch is offered, with tasty hot snacks as well as drinks and desserts. All food is cooked fresh on the premises in our state-of-the-art kitchen. Provision is also made in the dining hall area for the eating of packed lunches. No glass bottles or fizzy drink cans should be brought to school and we encourage you to provide your child with a healthy packed lunch if this option is taken.

All School Meals must be booked online through the ParentPay system. All pupils are automatically added to the system when children are enrolled at School. Parents/Carers receive activation codes for their children which then allows them to select and book future lunches. Any queries regarding ParentPay should be referred to the School Office.

Free meals are available for P5-7 pupils, provided application is made to the Scottish Borders Council and permission is granted. Application forms may be obtained from via our website.

[https://www.scotborders.gov.uk/info/20040/clothing\\_meals\\_and\\_transport/480/free\\_school\\_meals\\_and\\_clothing\\_grant](https://www.scotborders.gov.uk/info/20040/clothing_meals_and_transport/480/free_school_meals_and_clothing_grant)

## **EMERGENCY CLOSURES**

In the event of an emergency closure e.g. due to severe weather, Radio Borders will broadcast information on school closures and the Groupcall text system will be utilised. Pupils who reside within the town will remain in school until the end of the school day unless collected earlier by a parent. N.B. *It is the parent's responsibility to ensure the safety of their children walking to and from school. If you feel that your child should not walk home alone in bad weather from the drop-off point or from school, it will be your responsibility to meet him/her.*

Pupils travelling in the contracted school transport should be made aware of their special arrangements. Parents must ensure that the school and the children know the address to which pupils must go at such times.

## **HOLIDAYS DURING TERM TIME**

Taking family holidays during the school term is disruptive to your own child's education as well as having an impact on the other pupils in the class and the teachers. Parents should do everything possible to take their holidays during the designated school holiday dates and only in very exceptional circumstances consider taking holidays during term time. Parents are asked to accommodate this request in the interest of their own children and the smooth running of the school. Time off school for family holidays is recorded as an "unauthorised absence."

## **BREAKFAST CLUB**

We operate a Breakfast Club between 7.50am and 8.40am for pupils in P.1-7, with last entry for food at 8.30am. For a small charge of £1.50 per child per day children can have toast with a topping or cereal and a drink. From time to time, we offer a range of other foods. There are a

number of quiet activities on offer and we encourage the children to enjoy the relaxed atmosphere; this can be a great start to the school day. It is a drop-in service and there is no need to book. School rules, of course, apply and we expect excellent behaviour at this time as we do throughout the school day. Two members of staff prepare the food and supervise the children.

#### **AFTER SCHOOL CLUB**

After School Club is operated by First Nursery Monday-Thursday, 3.10-6.00pm and Friday 12.20-6.00pm within the Community Wing of our school. The Club is registered for children from 3-12 years and organises a range of indoor and outdoor activities. To book a place call 01721 724395 or email [firstnursery@btconnect.com](mailto:firstnursery@btconnect.com).

#### **ENRICHMENT ACTIVITIES**

Many enrichment activities are normally on offer either at lunchtime or at the end of the school day. These activities only continue due to the willingness and co-operation of staff, parents and friends of the school.

## Working Together - Our Parents & Carers

At St. Ronan's, we greatly value and encourage the active involvement of all parents and carers in the life of the school. We recognise that parents play a key role in supporting their children's learning and provide a number of opportunities to help with this.

### **PARENT PARTNERSHIP**

Children spend only 15% of their time at school, so parents are as vital to good education as the school is. The Parent Partnership is one way for parents to be involved in their children's education. The Parent Partnership's role is to:

- support the school and its work
- represent the views of all parents
- encourage links between the school, parents, all children and the community
- feedback information to parents.

All parents are invited to attend Parent Partnership meetings (see newsletter and school website for dates), and to put items on the agenda. There is a committee as part of this, to help ensure that there is parental representation for every school year.

Further information can be found at [www.st-ronans.org.uk](http://www.st-ronans.org.uk) and at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

### **PARENT EVENINGS**

Our Parent-Teacher Conferences provide opportunity for all parents to consult with class teacher in November and April. During the course of the year, we also hold "Sharing Our Learning" open events for parents and carers to see and hear about what each class has been learning. Please see page 31 for full details.

### **REPORTING TO PARENTS**

We report to parents on children's progress on a regular basis. For Nursery and P.1 children this is done through a Learning Journal book where achievements, observations, progress and next steps are recorded. For P.2-7 pupils the Learning Journals are online and parents are provided with a secure log-in. This is 'real-time' reporting at the time of pupil's learning. Our wider offer to parents represents a range of different ways in which we share your children's progress, achievements and next steps in learning, spread right across the year.

### **PARENT HELPERS**

We encourage parent helpers to be involved in the life of the school, whether it be to help in the classroom or for special activities, trips, etc. Those who help on a regular basis will be required to be a member of the Protecting Vulnerable Groups (PVG) scheme.

### **PARENT-TEACHER ASSOCIATION (PTA)**

The St. Ronan's PTA is open to all parents and is dedicated to fund raising and social events. The group have a busy fundraising calendar and liaise with school staff and the parent body to decide where the money we raise is best spent. The PTA has raised thousands of pounds over the years to purchase items such as interactive whiteboards, digital projectors, cycle/scooter storage, redecoration and subsidise school trips.

Currently the Chair of our PTA is Sandi Caine.

## Working Together - Our Children

We aim to involve pupils as much as possible in planning for their own learning, reviewing progress and in the wider work of the school. As a school we believe there is great value in providing leadership roles for all pupils. We regularly consult the pupils on their thoughts and wishes for the school. We are always developing pupil involvement in all areas of school life as part of our School Improvement Plan.

### **SCHOOL COUNCIL**

This School Council operates with representatives from P 1-7 classes and the Council discusses issues raised by Class Councils and the work of the Committees. The Head Boy and Head Girl and Deputies from P.7 lead the Pupil Council. The Pupil Council has a key role in School Improvement Priorities.

### **HOUSE SYSTEM**

All pupils are allocated to one of the following Houses - Pirn (red), Traquair (blue), Glenormiston (yellow) or Leithen (green). House captains are elected from P7 and Vice Captains from P.7. A range of cross-age activities are organised through House Groups. Friendly competition is encouraged between houses within the classroom, during whole school activities and through sport. The House Team has a key role to play in promoting Health & Wellbeing across the school. We try to place siblings in the same House whenever possible.

### **ECO SCHOOL**

The Eco-Committee also draws representatives from all stages of the school and leads the school on the journey to becoming ever-more eco-friendly.

### **JRSOs**

Two senior pupils are elected as JRSOs (junior road safety officers) and have responsibility for highlighting safe practices on routes to school.



## Our School - Life at St. Ronan's

At St. Ronan's we are proud of our warm, welcoming and inclusive ethos. Our aspirations for our pupils are described in our Vision, Values and Aims.

### **PROMOTING RESPECTFUL RELATIONSHIPS**

Our Respectful Relationships policy was developed by pupils, parents and staff at St. Ronan's. The main aims of the policy are to:

- Promote an ethos in the school of caring and respect for each other
- Provide a good learning environment
- Implement a system to help children to regulate their own behaviour which is both consistent and fair
- Promote positive recognition as a means of raising self esteem

This policy provides a structure, but we are always aware of the individual child and do our best to support them when difficulties arise. We are also here to support families, so please do come and talk to us should you have any concerns.

We ask all children to follow these simple School Rules:

- **We do as we are asked - first time**
- **We are polite, kind and helpful**
- **We keep hands, feet and objects to ourselves**
- **We take care of all property**

### **CELEBRATING ACHIEVEMENTS**

We regularly recognise and celebrate the achievements of pupils and staff. This is done in a variety of ways, for example:

- Achievement Wall
- Sharing through Pupil Learning Journals
- Assembly awards
- Stickers and stars
- Positive comments (verbal and written)
- Certificates sent home
- Activity Time
- Showing a piece of work to the HT/DHT or another member of staff

Awards are not only for academic achievement but also for diligence, attitude and helping others etc. It is our belief that by recognising achievement we raise self-esteem; by raising self-esteem the quality of teaching and learning also rises.

### **NURSERY**

The Nursery provides an exciting and stimulating environment which provides early learning and childcare for children from the age of three, with some places for eligible two year-olds. We offer full days Monday-Thursday and half days on Fridays for all children.

### **COMMUNITY SCHOOL**

At St. Ronan's we are recognised as being at the heart of the community. We have many active links with the local community and this greatly enhances learning opportunities in the school. For example, we work regularly with the local bowling club, golf club, National Trust property (Robert

Smail's Printworks), SBC Community Learning department and various local businesses to enhance learning opportunities for our pupils.

### COMMUNITY CENTRE

St. Ronan's Youth & Community Centre has been established for many years and provides accommodation for many local organisations and individuals. A management committee is appointed from user groups and the school to oversee the work of the community centre. The Halls and many other spaces within the campus can be booked by contacting Mr Irvine [william.irvine@scotborders.gov.uk](mailto:william.irvine@scotborders.gov.uk). The school and centre have a number of shared developments and improvement priorities each year. To book any of the facilities please ring the school or download a booking form from our Community Centre pages on the school website.

### PARTNERSHIPS WITH FAITH COMMUNITIES

At St. Ronan's we have links with all faith communities in the town. This includes visits, assembly and religious observance input, visits to classes and support with the curriculum from the chaplain. Section 9 of the Education (Scotland) Act 1980 give parents the right to withdraw their children from religious education and observance. Should you wish to do this, please contact the Headteacher.

### CALENDAR OF REGULAR EVENTS (Sample)

<b>August</b>	In-service days	<b>February</b>	In-Service day Parents Evening
<b>September</b>	Parents' Drop-in Back to School BBQ	<b>March</b>	PTA event
<b>October</b>	Harvest Halloween Parties	<b>April</b>	Easter Service Parents' Drop-in
<b>November</b>	Christmas Fair In-Service day	<b>May</b>	P.7 Residential In-Service day County Sports & Games Events Tournaments
<b>December</b>	Christmas Concert Christmas Parties Christmas Service	<b>June</b>	New Parents' meetings - Nursery/P1 Summer Fair Introduction of St. Ronan's Games Week principals Various School Sport events End of Year Assembly
<b>January</b>	Burns Lunch		

# Our Health and Wellbeing



## St. Ronan's Primary School—Whole School Health and Wellbeing Overview



This Overview describes our whole school approach to Health and Wellbeing. Our approach is underpinned by the United Nations Convention on the Rights of the Child, Getting It Right For Every Child and A Curriculum for Excellence. Positive Health and Wellbeing is central to developing effective skills for learning, life and work and these are addressed through the four contexts for learning: Ethos and Life of the School, Curriculum and Subject areas, Inter-disciplinary Learning and Opportunities for personal achievement.

### Respectful Relationships

Our whole school approach to Respectful Relationships ensures that we collectively support our children's health and wellbeing. We achieve this through

This is supported by:

- A culture across the whole school that encourages respect, values opinions, celebrates difference and promotes positive relationships.
- Restorative Approaches training sessions for all staff
- Pivotal Education 5 Pillars of Practice

### Growth Mindset

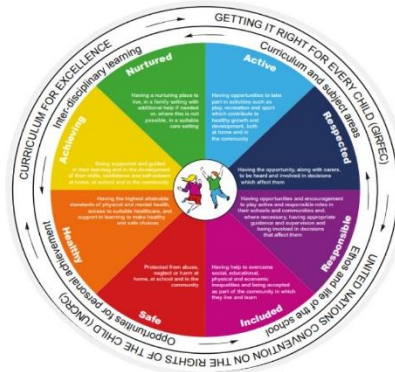
Our aspiration is that our whole school approach to learning will be underpinned by a Growth Mindset.

### Growing Confidence

Our whole school approach to Growing Confidence promotes positive mental health and emotional wellbeing. Our key messages reflect the importance of relationships, positive interactions and role modelling in nurturing a sense of meaning and belonging, and developing emotionally strong individuals and communities.

This is supported by structured programmes for:

- Staff: Confident Staff, Confident Children
- Parents: Raising Children with Confidence
- Children: Building Resilience



### Health & Wellbeing Curriculum Framework

Our whole school Curriculum Framework is defined as all the experiences that are planned for our learners through the 4 contexts for learning:

- The ethos and life of the school, Curriculum and subject areas, interdisciplinary learning and opportunities for personal achievement

These are supported by structured programmes in:

- Mental, emotional, social and physical wellbeing
- Planning for Choices and Changes
- Physical education, physical activity and sport
- Food and Health
- Substance misuse
- Relationships, sexual health and parenthood

### Partnership Working

Our whole school approach to Partnership Working demonstrates our commitment to further develop and maintain our strong partnerships which improve outcomes for learners and continued self-improvement for the school and community.

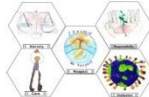
Our partners include:

- Health, Educational Psychologist, Social Work, Community Learning & Development, Community Council, Community Trust, Police and Fire Services, Peeblesshire Youth Trust, Live Borders, Library Service, Bowling Club, Community Garden and local businesses.

### St. Ronan's Vision

St. Ronan's is a school at the heart of the community where everyone is nurtured and inspired to achieve their full potential.

### St. Ronan's Values



### HEALTH AND WELLBEING

The health and wellbeing of our whole school community is at the heart of the life and work of the school.

## RESPECTFUL RELATIONSHIPS POLICY

This is the Scottish Borders Council anti-bullying policy and is designed to support the development of respectful relationships within all learning settings for children and young people aged 3-18 in the Scottish Borders. The policy provides guidance to staff, parents, and children and young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

## MEDICAL CARE

Minor injuries such as bruises or abrasions are treated in school by a first aider. Where professional medical treatment is considered necessary, or when a child is thought to be unfit to complete the school day, parents will be informed (normally by telephone) and asked to collect the child from school.

It is important that an emergency telephone number is lodged with the school and that the school is informed if the identified number has to be changed.

If the emergency contact cannot be reached, the Headteacher or Depute will see that the child is taken for medical help or cared for in school, and parents told as soon as possible.

## MEDICAL EXAMINATIONS

Medical screening is undertaken at various points during every child's time at school. Parental permission is always sought. Selective medical examinations are conducted on entry at P.1. Parents are advised of this in advance. In addition, periodical checks are made on cleanliness,

dental care and hearing. It is the parent's responsibility to inform the school of any special medical condition or requirement relating to their child.

### **PRESCRIBED MEDICATION**

There is no legal or contractual duty on school staff to administer medication and supervise the pupils taking it. If it is agreed by the Headteacher to take on this responsibility it is purely on a voluntary basis. It is only permissible to give pupils prescribed medication. We are unable to administer non prescribed medication.

When a pupil is in receipt of prescribed medication it is helpful in the first instance to consider whether or not it is necessary for the medication to be taken during the school day. This requires parents planning the administration of the child's medication to be done in out-of-school hours and includes making arrangements for the child to return home at lunch times where possible.

Where this is not possible and schools are asked to administer prescribed medication, the following procedures should operate:

- All prescribed medication should be accompanied by clear, written, signed instructions from parent/guardian on the form "Request for the School to Give Prescribed Medication" which includes dose, frequency, and duration of course and date prescribed. These details and the pupil's name should be clearly marked on the medication container.
- All prescribed medication, in the smallest practical amounts should be brought to the school by the parent/carer and should be delivered personally to the designated member of staff.
- The renewal of any medication, which has passed its expiry date, is the responsibility of the parent. The school will contact parents/guardian if medication remains uncollected.
- Where any change in medication occurs, clear written instructions from parents/guardian should be provided for school staff.
- All information regarding medication will expire at the end of each school session. If the administration of medication is to continue all relevant information must be confirmed in writing at the commencement of the new session.
- A written record will be kept on the appropriate form indicating administration of all prescribed medication to pupils. This record will be kept together with the instruction, checked on every occasion and completed by the member of staff administering the medication.
- The record should give the date and time of administration, the name of the medicine, the dosage, the name of the pupil and the name of the staff member.

Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

## Healthy Beginnings

*Safe • Active • Included • Responsible • Respected • Achieving • Healthy • Nurturing*

### Top Tips

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs- **B**ath, **B**rush **B**ook & **B**ed

What?	Why?
	Helps concentration Healthy Teeth Helps digestion Helps body grow and develop Healthy skin Energy

Healthy eating and physical activity are essential for positive growth and development .

Healthy snacks are provided during your child's ELCC journey, continue to give these types of snacks for your child to have at break times throughout primary school.



Bottles used in class should be filled with plain water only.

Good hydration makes a difference to how children think, feel & function!

#### Contacts

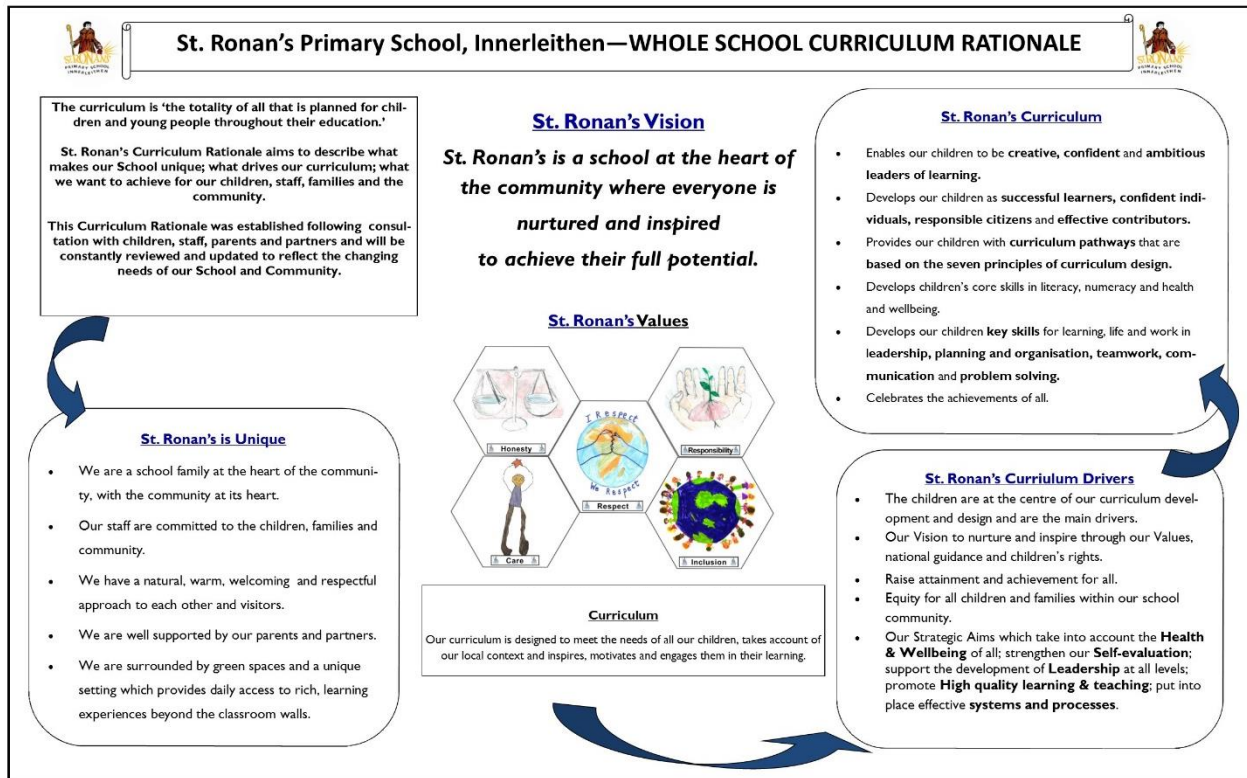
Joint Health Improvement Team: [health.improvement@borders.scot.nhs.uk](mailto:health.improvement@borders.scot.nhs.uk)

Food & Nutrition Coordinator: [Hazel.Scott@scotborders.gov.uk](mailto:Hazel.Scott@scotborders.gov.uk)

NHS Borders Oral Health Promotion: [Helen.brand@borders.scot.nhs.uk](mailto:Helen.brand@borders.scot.nhs.uk)



# Our Curriculum, Learning, Teaching & Assessment



The curriculum is made up of four key aspects:

## The ethos and life of the school as a community

- A positive climate of respect and trust is established within the school based on the vision and shared values of the school
- Children are encouraged to contribute to the life of the school to take on responsibilities.

## Experiences and outcomes

- The 8 curriculum areas: Health and Wellbeing, Literacy and English, Numeracy and Mathematics, Expressive Arts, Religious and Moral Education, Sciences, Social Studies, Technologies.

## Interdisciplinary learning

- Projects or longer courses of study link experiences and outcomes from more than one curriculum area.

## Personal achievement

- Opportunities to achieve out with the classroom

All of the above support the development of the Four Capacities to enable children to become:

- Successful learners**
- Effective contributors**
- Responsible citizens**
- Confident individuals**

Our learning pathways are organised in line with Curriculum for Excellence. The main areas of the curriculum are as follows:

**MATHEMATICS:** This covers Numeracy & Mathematics and is composed of - Information handling, Number, Money, Measurement, Shape Position & Movement

**LANGUAGES:** Within the contexts of Literacy & English and Modern Languages we cover Listening & Talking, Reading and Writing. French is the modern language offered to Primary 6 and 7 pupils in this school.

**SOCIAL STUDIES:** This is composed of - People, past events & society, People, place and environment and People in society, economy & business.

**SCIENCES:** Planet Earth, Biological Systems, Forces, Electricity & Waves and Materials

**EXPRESSIVE ARTS:** This is composed of - Art & Design, Drama, Music and Dance.

**RELIGIOUS AND MORAL EDUCATION:** This is composed of - Christianity, World Religions selected for study and Development of Beliefs & Values. The school holds six religious observance assemblies per year. Section 9 of the Education (Scotland) Act 1980 give parents the right to withdraw their children from religious education and observance. Should you wish to do this, please contact the Headteacher

**HEALTH AND WELLBEING:** Mental, Emotional, Social & Physical Wellbeing, PE, Physical Activity & Sport, Planning for Choices & Changes, Food & Health, Substance Misuse and Relationships, sexual health and parenthood.

**TECHNOLOGIES:** Technological developments in society and ICT to enhance learning. Contexts include: Business, Computing science, Food & Textiles and Craft, Design, Engineering & Graphics.

The path most children are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Level	Stage
Early	The pre-school years (nursery) and P.1 or later for some
First	To the end of P.4, but earlier or later for some
Second	To the end of P.7, but earlier or later for some

#### **MORE INFORMATION**

You can find more information on our curriculum :-

National curriculum information can be found at: [www.educationscotland.gov.uk/parentzone/](http://www.educationscotland.gov.uk/parentzone/)

## LEARNING AND TEACHING



### St. Ronan's Primary School—HIGH QUALITY LEARNING, TEACHING and ASSESSMENT



#### Our Four Part Model for Learning and Teaching

##### Learning Intentions

##### Success Criteria



*We share the purpose of learning and how it can be linked to real life situations and other areas of learning.  
We share with the children what they are learning and what they have to do to be successful.*

##### Learning Activity



*Our teachers plan an interesting and engaging activity which supports the new learning and meets the needs of all learners.*

##### Feedback



*We give high quality feedback that moves the learning forwards and provides next steps for our children.  
This is linked to the success criteria and can be self, peer or teacher feedback..*

##### Plenary



*Our children have an opportunity to reflect on how and what they learned and progress is recognised and celebrated.*

##### St. Ronan's Vision

*St. Ronan's is a school at the heart of the community where everyone is nurtured and inspired to achieve their full potential.*

##### St. Ronan's Values



#### St. Ronan's Learning, Teaching and Assessment

- We promote a 'culture of learning' within the school and this is highly valued by all staff and children.
- Our four part model ensures a consistent approach is used across the whole school.
- Our children are actively involved in the teaching and learning process and have opportunities to lead their own learning.
- We use a shared language of learning which the children understand.
- Our children are supported and challenged at every stage of the process in order to achieve their potential.

Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children.

High quality learning, teaching and assessment lies at the heart of Curriculum for Excellence. The continuous develop of high quality learning and teaching is a one of our top priorities. We have developed this Four Part Model for Learning and Teaching to support the delivery of a consistent approach across the school.

## ASSESSMENT

The key purpose of assessment is to support learning. Assessment also:

- contributes to planning the next steps of learning
- provides a summary of what learners have achieved
- informs future improvements in learning and teaching
- give assurance to parents, learners and others

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- knowledge and understanding
- skills
- attributes and capabilities

Assessment is be made up of a variety of approaches including classroom based activities as well as summative assessment. These approaches will provide information about what learners say, write, make or do to demonstrate their learning. This will evidence each learner's achievements and enable staff to identify strengths and next steps. Our assessment approaches have clear links to Assessment is for Learning.



## **EDUCATIONAL VISITS**

As part of their education, field trips and visits are arranged for classes to support and enhance learning. The venues are chosen to complement the curriculum. In general, the younger pupils will make visits within the town or local area and the older children will gradually be taken further afield. We greatly value the outdoors and wider community as a learning environment and request that parents give permission at the start of the year for their child to go out of school for all trips within the immediate area. Currently we also offer the P.7 pupils the opportunity to take part in a residential experience, but this is dependent upon the availability of staff.

## **HOME LEARNING AND HOMEWORK**

Children thrive when their parents are interested and involved in their school work and involved in the life of the school. We greatly value and acknowledge the learning opportunities that parents provide for their children.

Homework is also an opportunity to give additional practice and consolidate learning across the curriculum, particularly literacy and numeracy. We are re-developing a Homework Policy in consultation with parents and pupils and a key aim is to involve parents in their child's learning.

## Arrangement of Our Classes

### **CLASS COMPOSITION**

Primary schools work within recommended maximum class sizes which are:

Primary 1	up to 25 pupils
Primaries 2 - 3	up to 30 pupils
Primaries 4 - 7	up to 33 pupils
Composite classes	up to 25 pupils

The number of teachers in any school is worked out in relation to the total school roll, not on numbers at any given year group stage. An agreed formula determines the number of full time equivalent staff appointed to a particular school. Working within the class size recommendations, the Headteacher decides on the best possible structure of classes and on the pupils allocated to them.

### **COMPOSITE CLASSES**

A composite class is one where children from two or more year stages are grouped together according to specific criteria. In Scottish Borders Council over 90% of our schools, rural and town based, have one or more composite classes. During your child's time at St. Ronan's it is highly likely that your child will be in a Composite Class at some point.

All our teachers are trained to work with mixed ability classes whether in a straight year group or in a composite class. In all primary classes there are wide ranges of abilities and all children will learn in different ways, responding to a variety of methods and resources. Teachers are well able to adapt to the different needs in any class and will plan accordingly.

The Headteacher will arrange classes by following SBC policy.

Composite classes will normally be organised using one of the following criteria:

- Combining whole year groups, usually in smaller schools
- Children's ages
- Combining working groups of children of similar ability e.g. for Maths or Language
- Alphabetical order of surname

## Our Transitions

Before children are due to start in our Nursery, visits are arranged and a parents' information meeting is also held.

Transition arrangements from Nursery-P.1 include staff meetings, sharing of information and parent and pupil visits to P.1. A parents' information meeting is also held.

As children move from stage to stage, transition arrangements are also in place to ensure pupils' learning experiences continue successfully from class to class and that their particular needs are understood by all staff involved.

Pupils normally transfer to Peebles High School at the end of P.7. Throughout the P.7 year there is a series of transition activities, including visits to PHS and visits to St. Ronan's from PHS staff. As parents you will be invited to a meeting with PHS staff prior to transfer.

### **Secondary School**

At the end of their time at St. Ronan's pupils transfer to Peebles High School.

Headteacher: Mr Campbell Wilson  
Peebles High School  
Springwood Road  
Peebles EH45 9HB  
Email: [enquiries.peebleshs@scotborders.gov.uk](mailto:enquiries.peebleshs@scotborders.gov.uk)  
Tel: 01721 720291  
Website: [www.peebleshighschool.co.uk](http://www.peebleshighschool.co.uk)

# Supporting Learning

## Supporting Learning at St. Ronan's—Whole School Approach

### HEALTH AND WELLBEING

The health and wellbeing of our whole school community is at the heart of the life and work of the school.

### HIGH QUALITY LEARNING AND TEACHING

Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children.

### Universal Support

All of our children are offered planned opportunities which provide the right support to allow them to realise their potential.

### Targetted Support

Some of our children require additional support for short or longer periods of time to help them overcome barriers to their learning. This need for additional, targetted support can arise from, for example:

- specific learning difficulties
- social, emotional or behavioural needs
- bereavement
- family issues

Targetted support may also be required to ensure the continued progress in learning for children who are achieving beyond the expected level.

### Attainment meetings

Attainment meetings between a member of the Senior Leadership Team and Nursery Nurse/Class Teacher take place 3 times a year where each child's progress in learning is discussed. Where children are identified as being at risk of not achieving the expected level, or working beyond a level, the Class Teacher will discuss the support currently provided as well as identifying any further interventions.

### Planning for Support meetings

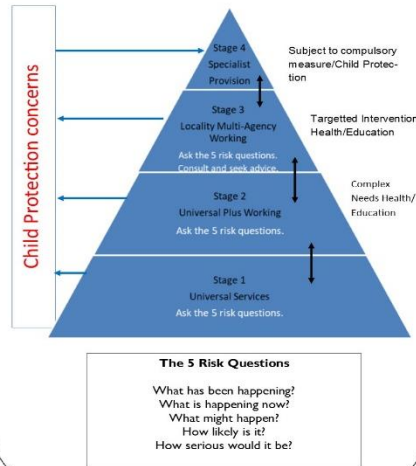
These meetings follow Attainment meetings and take place 3 times a year and are attended by Senior Nursery Nurse/ Class Teacher, Support for Learning Teacher, Additional Needs Support Staff and Depute Headteacher. The purpose of these meetings is to review and evaluate the impact of support on children's progress and plan for their next steps in learning.

This overview describes our whole school approach to Supporting Learning

*'Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide'* Building the Curriculum 3

### Staged Model of Support

We work to a 4 stage intervention model of support with each stage working to a single planning process. This ensures that the child always has one clear pathway for support.



### Roles and Responsibilities in Supporting Learning

#### Senior Leadership Team

Enable Class Teachers to analyse and interpret data to inform their planning, teaching, and assessment, with a focus on improving outcomes for all children.

#### Class Teachers

- Plan coherent, progressive and differentiated teaching programmes that match all our children's' needs and abilities
- Develop teaching and assessment materials
- Use the results of assessment to evaluate and improve teaching, learning and attainment of all children.
- Set and maintain targets and the pace of work for all children
- Record, monitor and report on all children's progress

#### Support for Learning Teacher

- Contribute to Class Teachers' planning of next steps in learning for identified children and where relevant contribute to programmes of support through co-operative teaching, in small groups or with individual children.
- Carry out the 5 Roles of Support for Learning.

#### Additional Needs Assistants

In consultation with the Class Teacher and Support for Learning Teacher support identified children in their learning.

This overview describes our approach to supporting the learning of all children.

## GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

Getting it Right For Every Child (GIRFEC) is the National approach ensures that anyone providing support puts your child at the centre. Practitioners work together to support you and your child and where appropriate, take early action at the first signs of any difficulty. This means working across organisational boundaries putting your child and you at the heart of decision making, giving all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are being encouraged to:

- Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.
- Use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people.
- Be clear about personal responsibility to do the right thing for each child/young person.
- Work with children, young people and their families, using a collaborative approach with fewer meetings. This should ensure children, young people and their families give information only once, and enables the development of one plan to meet all their needs.
- Respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

GIRFEC is part of the Children and Young People (Scotland) Act 2014. The multi-agency approach of the Scottish Borders is to phase in this implementation. If you would like any further information please get in touch.

### **MEETING CHILDREN'S NEEDS**

At St. Ronan's we aim to support all children in their learning. The Class Teacher has responsibility for meeting the needs of the children in his or her class. The staff team works together to ensure that all needs are met and any support that is required is planned and carried out effectively. This includes consultation with parents when necessary.

A Learning Support Teacher works in school on a part-time basis to assist pupils who may, for whatever reason, need additional support for learning. The Learning Support Teacher has five areas of responsibility:

- 1) Consulting with the staff team
- 2) Co-operative teaching
- 3) Liaising with outside agencies
- 4) Staff development
- 5) Direct tuition

Pupils who have additional needs may be given support in the class situation or may work in another space, whichever is deemed to be of most benefit to the child. Parents will be invited to discuss this support with the teacher and promoted staff before any formal input begins, but all parents are welcome to approach the Headteacher at any time if they feel that such assistance would benefit their child.

We are also very fortunate to have a team of additional needs assistants working across the school to directly support pupils.

We regularly work with other professionals who support staff and pupils. These include the Educational Psychologist, Behaviour Support Teacher, Social Work, Occupational Therapist, Speech and Language Therapist, Health Visitor, School Nurse, Dental Health, etc.

### **ADDITIONAL SUPPORT NEEDS**

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

Some examples of why a child/young person may require extra help with their education are:

- Bereavement or family illness
- Problems at home
- Bullying
- Being particularly gifted or able
- An illness, disability or sensory impairment
- Having English as an Additional Language

A child/young person's needs may last for a short time, and the problem may be resolved easily. Or their needs might be very complex, and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided.

Parents are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level we recognise that parents or young people may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education [Additional Support For Learning] [Scotland] Acts 2004 and 2009. A good place to find independent information is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at [www.enquire.org.uk](http://www.enquire.org.uk), or ring them on 0845 123 2303.

### **BRITISH SIGNLANGUAGE (BSL) IMPLEMENTATION PLAN**

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health and wellbeing; transport; culture and the arts; justice and democracy. These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit." The Council will implement measures to promote awareness of BSL and the use of BSL, with the long term goal being that across Scotland information and services will be accessible to all BSL users\*. Contact Scotland -BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year: <https://contactscotland-bsl.org/> If a BSL user requests a face to face meeting then the School is required to provide a face to face interpreter.

\*Whenever we refer to 'BSL users' we mean D/deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first of preferred language is British Sign Language

### **EDUCATIONAL PSYCHOLOGY SERVICE**

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing. We provide advice and training to school staff on how children learn, and advise on ways to help children who require support. If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported. If you have any worries about your child,

please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help. Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school. Please see [www.scotborders.gov.uk/EPS](http://www.scotborders.gov.uk/EPS)

### **CHILDREN & FAMILY MULTI-AGENCY SUPPORT**

Some children at different points in their school careers may be facing issues and circumstances that make it difficult to learn effectively. Our approach aims to help children who need some extra support to perform better at school or to support their wider care and welfare needs. We aim to help children to do well through offering support from everyone involved with the child. We strive for excellent communication and joint planning between home, school and other agencies working on behalf of children. Through our partner agencies we have access to different ideas, support and resources. Parents of children being referred to other agencies for support will be kept fully informed at all stages of this process.

### **CHILD PROTECTION Keeping our children and young people safe in the Scottish Borders**

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.
- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it: <http://onlineborders.org.uk/community/cpc>
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for the school is Jan Lister, Depute Headteacher

### **What to do if you have a child protection concern?**

<https://www.scotborders.gov.uk/childprotection/>

**It's everyone's responsibility to protect children. If you have any concerns that a child is being harmed or is at risk of harm, please call without delay:**

01896 662787 (Duty Children and Families Social Work Team)

01896 752111 (Out of office hours that covers all areas)

### **Emergency contact**

If you consider a child or young person is in immediate danger, call the Police on 999 immediately

**Need more information about keeping our children and young people safe?**

This link <http://onlineborders.org.uk/community/cpc> takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

**<http://onlineborders.org.uk/community/cpc>**



## **Our Journey to Excellence**

### **School Improvement through Self-evaluation**

At St. Ronan's we are committed to continually improving the outcomes for our learners, their families and the wider community on our Journey to Excellence. We regularly self-evaluate to see how well we are doing and to help plan our next steps. We involve learners, staff and parents in the process in a variety of ways, for example: curriculum workshops, working groups, discussion and reference groups, monitoring learning, surveys and questionnaires, Parent Council and Parent Teacher Association, parents' nights and other formal/informal meetings.

Every year, the school produces two key documents that guide our self-evaluation and next steps:

- School Improvement Report (evaluation of last session's work & proposed next steps)
- School Improvement Plan (the plan of our improvement priorities for this session)

We send out a summary of both documents which are designed to give parents and our partners and stakeholders information on our review of last session and our main priorities for the year ahead. Parents and members of the community are encouraged to become involved in these improvement priorities through the Parent Council / Parent Forum or by watching out for opportunities that are advertised in the School Newsletter.

## **Data Policies**

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: [dataprotection@scotborders.gov.uk](mailto:dataprotection@scotborders.gov.uk), or by telephone - 0300 100 1800.

### ***Why we need your information***

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term "young person" applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

- The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- The Standard in Scotland's Schools Act 2000
- Education (Scotland) Act 2016

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

### ***Who we will share information with***

We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.

- The [Scottish Government](#) for examination, career guidance and monitoring purposes.
- ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events;
- Groupcall to allow the school to communicate with you;
- The NHS for health monitoring;
- Netmedia to enable the online arrangement of parents evenings;
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child's data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full [privacy statement](#) on our website.

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.

Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

### ***How long do we keep your information for?***

We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need.

### ***Photographs/videos***

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrolls at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented.

Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

### ***Your Rights***

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing.

You can do this by contacting the Data Protection Officer using the contact details provided above.

For more information on your rights please visit our website  
<http://www.scotborders.gov.uk/DPYourRights>

### **Complaints**

If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at [dataprotection@scotborders.gov.uk](mailto:dataprotection@scotborders.gov.uk) or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:

Information Commissioner's Office  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire  
SK9 5AF

You can visit their website for more information <https://ico.org.uk/make-a-complaint/> .

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website:

[https://www.scotborders.gov.uk/info/20016/have\\_your\\_say/155/make\\_a\\_complaint/1](https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1)

## **Tweeddale Schools**

### **Term and Holiday Dates 2023/24**

#### **Autumn Term**

In service days	Monday 14 & Tuesday 15 August 2023
Pupils return	Wednesday 16 August 2023
Last day	Friday 6 October 2023
In service day	Monday 16 October 2023
Pupils return	Tuesday 17 October 2023
Autumn Holidays	Friday 6 October to Monday 16 October 2023 inclusive
Holiday	Monday 27 November 2023 (St. Andrew's Day holiday)
Last day of term	Thursday 21 December 2023
Christmas Holidays	Friday 21 December 2023 to Friday 5 January 2024 inclusive

#### **Winter Term**

Pupils return	Monday 8 January 2024
Last day of term	Friday 9 February 2024
Holiday	Monday 12 February 2024
February Holidays	Monday 12 February to Friday 16 February 2024 inclusive
In service day	Monday 19 February 2024
Pupils return	Tuesday 20 February 2024
Last day of term	Thursday 28 March 2024
Spring Holiday	Thursday 28 March to Friday 12 April 2024 inclusive

#### **Summer Term**

Pupils return	Monday 15 April 2024 - All resume
Holiday	Monday 6 May 2024 (May Day holiday)
In service day	Tuesday 7 May 2024
Pupils return	Wednesday 8 May 2024
Last day of term	Friday 28 June 2024
Summer Holidays	Monday 1 July to Monday 12 August 2024 inclusive

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- Please note that 6 October and 12 February are local Tweeddale holidays and may be different from other schools within the local authority.
- 2024/25 Session - Monday 12 August - first day for children

## St. Ronan's Staff 2023/24

As at August 2023

<u>Management Team</u>	
<b>Headteacher</b>	Ms C. Eley
<b>Depute Headteacher</b>	Miss J. Lister
<b>Principal Teacher</b>	Mrs L. Christison
<u>Nursery</u>	
<b>Early Years Officer</b>	Mrs S. Notman
<b>Early Years Practitioners</b>	
	Miss N. Raton
	Mrs S. Connolly
	Miss L. Finlayson
	Mrs A. McMurdo
	Mrs C. Carryer
	Miss D. Leslie
	Miss L. Hardwick
<b>Modern Apprentices</b>	TBC
<u>Class Teachers</u>	
P.1	Mrs L. Christison
P.2	Mrs E. Hughes
P.3	Mrs J. Hobbs/Mr S. Low
P.3/4	Mrs J. Anderson
P.4/5	Mrs E. Montero/Mr S. Low
P.5	Miss K. Aitchison
P.6	Mrs F. Williams/Mr S. Low
P.7	Mr D. Cornwall
<u>Curriculum Support Teachers</u>	
<b>PE Teacher</b>	Miss C. Watson
<b>Music Teacher</b>	Miss N. Watt
<b>Brass Instructor</b>	Mr D. McLeod
<u>Support for Learning</u>	
<b>Support for Learning Teacher</b>	Mrs L. Winton
<b>Additional Needs Assistants</b>	Mrs E. Hardie
	<u>Mr T. Raeburn</u>
	Miss D. Hutcheson
	Mrs E. Gibb
<b>Classroom Assistant</b>	Mrs S. Dobson
<b>Communication Support Worker</b>	Mrs K. Richardson
<b>Breakfast Club</b>	Mrs E. Hardie/Mrs E. Robertson

<b><u>School Support Staff</u></b>	
<b>Business Support</b>	Mrs S. Huxley
<b>Janitor</b>	Mr W. Irvine
<b>Playground Supervision</b>	Mr M. Rendle
	Mr W Irvine
	Mrs S. Dobson
	Mrs E. Gibb
<b><u>After School Club</u></b>	
First Nursery Staff ( Peebles )	
<b><u>Kitchen and Cleaning Staff</u></b>	
<b>Cook</b>	Mrs M. Povey
<b>Assistant Cook</b>	Mrs L. Robson
<b>Kitchen Assistants</b>	Mrs S. Heath
	Mrs E. Robertson
<b>Cleaners</b>	<u>Mrs L. Bakkas</u>
	Ms O. Mendes da Cunha
<b>School Crossing Patrol</b>	tbc
<b><u>Other Staff Associated with the School</u></b>	
<b>Chaplains</b>	Fr. Lappin, Rev. Edwards, Rev. Taylor-Cooke
<b>Quality Improvement Manager</b>	Mrs C. Robertson (SBC HQ)
<b>Educational Psychologist</b>	Mr I. Sargison
<b>School Nurse</b>	Mrs J. Haley, Mrs C. MacDonald, (Haylodge)
<b>Health Visitor</b>	A. Irvine (St. Ronan's Health Centre)
<b>Police</b>	PC S. Moody

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