



# Broomlands Primary School



School Handbook  
2022 - 2023

## CONTENTS

Forward	3
Our School - About Us	4
Vision & Values	4
School Improvement	4-5
School Contact Details	5
School Hours	5
Enrolment – Applying for a School Place	6
Staff List	7-8
Curriculum for Excellence	8-9
Literacy & English	9
Mathematics & Numeracy	9-10
Health & Wellbeing	10
Social Studies	10
Science	10
Expressive Arts	11
Technology	11
Religious & Moral Education	11
Attendance & Absence	11-12
Our School in Our Community	12
School Policies	12
Behaviour – Discipline/Rules/Rewards	12-13
Helping your child at home - Homework	13
Assessments and Reports	13
Road Safety	14
After-School Clubs – Extra-Curricular Activities	14
School Uniform	14-15
Communication / Contacting the School	15
School Meals & Snacks	15
Transport	15-16
Emergency Closure	16
Parent Council	16-17
Parental Involvement	17
Transition	17-18
Compliments & Complaints Procedure	18
School Medical, Dental & Welfare Services	18-19
Financial Assistance	19
Early Learning & Childcare Setting	19
Early Years	19
Support for Learning – Additional Support for Learning	20-21
Young Carers	21
SBC Implementation of British Sign Language Plan	21-22
Getting It Right For Every Child (GIRFEC)	22
The Educational Psychology Service	22-23
Employment of Children	23
Data Protection	23-26
Education Statistics Privacy Notice (GDPR)	26
Keeping Our Children & Young People Safe in the Scottish Borders	27
Healthy Beginnings – Top Tips	28
School Holidays Session 2022-2023	29
School Holidays Session 2023-2024	30

## Foreward



Here at Broomlands Primary School we extend a warm welcome to you. Everyone in our school works hard to create a positive partnership between school and families, to give your child the best possible education in a secure and happy learning environment. As we emerge from the challenges of the Covid-19 pandemic, we are continuing to work hard to 'Build Back Better' and to 'Build Back Fairer', prioritising the health and wellbeing of every child, staff member and our wider families as we look optimistically to the future.

We are proud of our friendly, warm and welcoming school in our brilliant building, with its close links to the local community. Our learning spaces are bright and vibrant, offering open-plan classrooms which enable us to work together collaboratively. We have eleven classrooms and a brilliant nursery space. Set within its own grounds the children have access to fantastic play and sporting spaces, including our M.U.G.A. pitch.

We want the very best for every learner as we seek to help them reach their potential. Please do not hesitate to contact us with any enquiries; we are always willing to help. We want to get it right for every child in our school, doing the best for every learner as we strive to help become the very best they can be.

We have an open-door policy and you are welcome to contact us at any point for a discussion, to ask any questions and to work with us on behalf of the children. Please do not hesitate to contact us with enquiries. We are always willing to help.

*Adam Lindsay*  
Headteacher

# Our School

## About Us

Broomlands Primary School first opened its doors to the community in 1979. Having served the people of Kelso for almost forty years our old building reached the end of its life and we moved into our current facility. Opened in January 2018 the school is built over two floors. Learning spaces are bright and airy; offering open plan classrooms which enable pupils and teachers to work collaboratively. With eleven classrooms and a large nursery Broomlands is set within its own generous grounds. Our playing fields, large tarmac area and 3G M.U.G.A provide our pupils with fantastic opportunities to play.

Current School Role - 291 Pupils

P1 – P7 - 242 Pupils

Nursery - 49 Pupils

## Vision & Values

At Broomlands Primary School we value three key ideas:

### **COURAGE - COMPASSION – CONNECTION**

In our learning, through our relationships and in our behaviour.

Our children are proud of our school and we are proud of them. We want them to be courageous in their learning, compassionate in their relationships and understanding of the wider-world and able to make connections across and beyond their learning in school. Broomlands children are encouraged to be their best self. This our focus, our priority and our aspiration – this is why we come to work.

## School Improvement

We have planned a number of priorities for the year ahead. These are:

1. Closing the attainment gap between reading and writing. The focus will include embedding technical aspects of writing, developing a clear handwriting expectation, exploring how we use scaffolding and modelling effectively, developing writing across the curriculum, and how digital technology can supplement and support the writing process.
2. Research, devise and implement a platform for recording and celebrating achievement of all kinds, with a view to better signposting children and families toward opportunities, and providing these within school, as required.
3. Further develop our use of Showbie, to ensure it is a more 2-way resource. Supplement this with further Digital Skills Events to inform and involve parents and families in this. In ELC, develop the key worker system to ensure up to date information on wellbeing and learning is recorded and shared via Showbie, alongside traditional means of sharing this.
4. Walkthrus were introduced but more time is needed next session to fully use and embed this in practice for continued professional learning. This will be focused on through a practitioner enquiry approach, linked to

the toolkit, and identifying and developing next steps in teaching and learning development, in collaboration with colleagues across the cluster.

5. Following initial work on comparative judgement, further work is now needed to create banding which in turn will support with moderation. PRD's have highlighted a staff desire to engage in more moderation next session.
6. Revisit the Glasgow Motivation and Wellbeing Profile tool, to track changes in how children feel in relation to autonomy, agency, affiliation, health and safety. Respond at an individual, small group, class or whole school level, as appropriate. Our data suggests autonomy, ensuring our children feel respected and are provided with opportunities to be responsible, is an area to focus on initially.

## **School Contact Details**

Broomlands Primary School  
Ednam Road  
Kelso  
TD5 7SW

01573 227 477

[www.broomlandsprimary.co.uk](http://www.broomlandsprimary.co.uk)  
broomlandsprimaryschool.com

## **School Hours**

### School (term time)

#### *Mon – Thur*

Morning sessions: 8:45am – 10:15am  
10:30am – 12:15pm

Afternoon Session: 1:15pm – 3:30pm

#### *Friday*

Morning Sessions: 8:45am – 10:15am  
10:30am – 11:45am  
12:15pm – 12:30pm

### Nursery

8:00am – 6:00pm

Nursery is open for 50 weeks of the year (closed for two weeks over Christmas)

## **Enrolment - Applying for a School Place**

### **Primary 1 Enrolment**

P1 entrants are currently enrolled at the end of November each year. For enrolment, children must reach the age of five on or before 28th or 29th February of the following year.

June: Meeting for parents.  
Pupils visit the school.  
August: Pupils start the school.  
September: Meeting to help parents support their children's learning.

### **Placement Requests**

If you wish to enrol your child at Broomlands but do not live in the school's catchment area a placement request form must be completed. You must also complete an enrolment form for your catchment area school in case the placement request is not granted. Full details and application forms are available online at :

[https://www.scotborders.gov.uk/info/20038/school\\_and\\_nursery\\_places/575/apply\\_for\\_a\\_school\\_place](https://www.scotborders.gov.uk/info/20038/school_and_nursery_places/575/apply_for_a_school_place)

### **Nursery Enrolment**

Nursery enrolment usually takes places at the end of November each year. Ante-preschool children start after their third birthday.

May: Places are allocated.  
June: Meeting for parents.  
June: Pupils visit the Nursery.

Further details can be found at [https://www.scotborders.gov.uk/info/20038/school\\_and\\_nursery\\_places](https://www.scotborders.gov.uk/info/20038/school_and_nursery_places)

### **Transfer from another school**

Parents of children other than those in the new P1 intake who seek a place in school should, in the first instance, contact the school office to arrange a time to visit the school. After completion of enrolment forms the previous school will be contacted for the transfer of records.

## Staff List

Headteacher	Mr A Lindsay
Depute Headteacher	Mrs A Gibson
Principal Teacher	Ms K Scott
Primary 1	Mrs Z Currie/Ms N Bays
Primary 1/2	Mrs I Turnbull
Primary 2	Miss L Liddle & Mrs C MacLean
Primary 3	Mrs J Woodcock
Primary 3/4	Mrs C Murray
Primary 4	Miss M Schmidt & Mrs L Davenport
Primary 5	Mrs E Murray
Primary 6	Mrs I Burgher & Mrs H Orde
Primary 6	Miss E Robertson
Primary 7	Ms K Scott/vacancy
Support for Learning	Ms N Bays
Curriculum Support Teachers	Mrs C Ward-Higgins (PE) Mrs K Jamieson (Health & Wellbeing)
Music Instructors	Mr R Hume (Brass)
Primary School Administrator	Mrs E Pettigrew
Janitor	Mr J Dryden
Additional Needs Assistants	Mrs M Fortune Mrs J Macaulay Mrs E MacFarlane Mrs M Patterson Mrs D Graham
Auxiliary	Mrs B Wright
Early Years Team Teacher	Mrs N Cessford
Senior Early Years Officer	Mrs A Anderson
Early Years Officer	Mrs D Young
Early Years Practitioner	Mrs J Abbott Mrs L Andrews Miss L Canning Miss T Hill Miss R Horsburgh Mrs V Laing Miss N Luke Miss J McGarvey Mrs C Portsmouth Mrs L Renton Mrs T Simpson

## Early Years MA

Playground Supervisors	Mrs J Macaulay Mrs M Fortune Mrs D Graham Mrs E Macfarlane Mrs M Patterson
Dining Room Supervisor	Mrs N Dunn
School Cook	Mrs J Gray
Kitchen Assistant	Mrs V Douglas Mrs J Davidson
Cleaners	Mrs C Inglis Mrs S Douglas Miss Y Knox Miss A Regulski
Crossing Patrollers	Mrs S Gillie Mrs S Douglas
<i>Working in Partnership with</i>	
Active School Coordinator	Mr C Fraser
Behaviour Support Teacher	Mrs F Ferguson
Home School Link Worker	Mrs P Douglas
Education Psychologist	Mr N Ryrie
Locality Police Officer	PC C Tait-Logan
Quality Improvement Officer	Mrs M Matthews
School Chaplains	Rev A Rodwell/Rev R Jones
School Nurse	Mrs R Skinner
Chief Officer – Education	Mr Justin Sinclair
Service Director – Children & Young People	Mrs L Munro

## **Curriculum for Excellence**

Curriculum for Excellence was introduced in Scotland in 2010 and is an inclusive 3-18 curriculum. Our curriculum places learners at the centre of everything that happens within schools. Pupil learning, teaching and assessment makes use of prior knowledge and previous learning to inform planning. Teachers are empowered to shape learning around pupils needs and help every learner to make progress and achieve goals.

More information can be found below and on the following websites:

- Parentzone: <http://www.educationscotland.gov.uk/parentzone/index.asp>
- Education Scotland: <http://www.educationscotland.gov.uk/>
- Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

Learning and teaching is planned to allow pupils to work individually, with others in groups and as a whole class. Curriculum for Excellence is divided into levels:



Early Level	Nursery to P1 (or later for some)
First Level	P2 – P4 (but earlier or later for some)
Second Level	P5 – P7 (but earlier or later for some)
Third and Fourth Level	1 <sup>st</sup> year – 3 <sup>rd</sup> year (but earlier for some)
Senior phase	4 <sup>th</sup> to 6 <sup>th</sup> year or college

## Literacy & English

The children at Broomlands will experience a holistic approach to their learning in literacy. A cohesive approach across the school provides opportunities to celebrate and share learning beyond classroom boundaries; helping to foster a shared enjoyment and sense of achievement that learning *together* in literacy can provide.

We believe the three elements of literacy (reading, writing, talking and listening) are intrinsically interlinked and therefore the teaching, learning and assessment of these needs to support this.

Our Literacy Curriculum is separated into **three organisers** which are planned, taught and assessed across an academic year. Children will be provided with a range of opportunities to **Reflect, Entertain and Inform**.

This ensures breadth for pupils; who will experience a range of texts throughout a year and gives opportunities for a few specific genres to be explored in depth. Our curriculum is underpinned by progression pathways in each of the three literacy elements ensuring appropriate support and challenge within our classrooms.

Our organisers help to support a coherent approach to the teaching of literacy. This enables learners to make meaningful connections across literacy and the wider curriculum whilst offering opportunities for personalisation and choice about what and how they learn.

In line with policy from the Scottish Government all pupils are taught modern foreign languages from the beginning of their time in Nursery. In line with the 1+2 languages approach all pupils will be taught French from Nursery with the introduction of German at Second Level.

## Mathematics & Numeracy

Our Mathematics & Numeracy approach is designed to develop mathematical behaviours, conceptual understanding and procedural fluency. We aim to provide our children with a wide range of learning experiences that help to promote a growth mind-set in numeracy and maths. At Broomlands numeracy and maths are a daily priority and a variety of teaching, learning and assessing approaches are used to help us deliver a varied curriculum. We support learners to think, talk and record mathematically and provide a range of opportunities for pupils to apply their skills in different and creative ways. We promote the use of mathematical language from an early age and strive to create an ethos where children value their mistakes as part of their journey. Practical and investigative activities play an important part in the teaching of new concepts and skills. Making links and connections across learning is important and an emphasis is placed on the use of numeracy and maths in everyday activities. A range of concrete materials and manipulatives are used to support and develop numerical understanding across the whole school and assessment evidence is always used to inform next steps in teaching and learning.

## **Health & Wellbeing**

Our whole school has a focus on 'Building Resilience' to help equip our children for life. This area of the curriculum also allows children to develop their understanding of issues related to health, PE, healthy eating, food hygiene, personal safety, drugs, alcohol, tobacco, relationships and planning choices. Parents will be informed in advance, by letter, of any sensitive aspects of learning. Staff are always available to listen and support you with any concerns. It encourages self-esteem and self-awareness as well as developing relationships with other people. It is hoped that by promoting these skills children will develop empathetic and caring attitudes.

In PE sessions we are able to ensure the pupils personal fitness during which they develop knowledge and awareness of their bodies and of how their bodies can be controlled. This use of different types of movement is helpful in allowing them to apply skills learned in the gym and aerobics work to more creative and inventive situations. The older children take part in a number of sports fixtures and matches throughout the session, both at home and at other schools/locations. A keen sense of competition is fostered, as well as the expectation that all will be respectful and kind to everyone participating.

If children have an injury and are unable to take a physically active part in the P.E. lesson they will be expected to change into P.E. kit, like their peers and take an active role from the side-lines – identifying good practice/next steps of their peers.

Pupils in P3 to P7 will have swimming lessons on a Tuesday or a Thursday on a rotational basis. They will walk down to Kelso Swimming Pool with their class teacher; have their swimming lesson with pool staff, then return to school. Each week pupils who are swimming will need £1.50 to pay for their lesson. Help can be provided with the cost of swimming lessons if necessary.

## **Social Studies**

This area of the curriculum includes topics which allow children to learn about people in the past, people in place and people in society. A planned programme from P1-7 ensures that each area is studied and a wide variety of skills learned. Personal research is encouraged and an attitude of responsibility is expected towards any tasks set within the project. Visits, both local and further afield, are an important part of our work. We also encourage the use of outside agencies e.g. visitors with a specialist knowledge. Our programme provides for realistic and relevant cross curricular work including literacy, numeracy and health and wellbeing. Children will develop their understanding of the history, heritage and culture of Scotland and an appreciation of their local and national heritage.

## **Science**

In this area children learn about their living world, the material world and the physical world. Through these topics the child will develop a greater understanding and appreciation of the world in which they live. Our programme provides for realistic and relevant cross curricular work including literacy, numeracy and health and wellbeing. Pupils are encouraged to value their environment and appreciate the part they can play in its conservation and sustainability. This is promoted by involving pupils actively and letting them take responsibility for effecting changes in our school grounds.

## **Expressive Arts**

This area of the curriculum includes Art & Design, Music, Dance and Drama. A large and important area in all stages of the curriculum is the Expressive Arts Programme. Through this programme we provide opportunities for the children to explore and express their feelings in a variety of creative ways. Creative experience is instinctive in all of us and is a young person's most available means of responding to his/her world and learning about themselves and others. The acquisition of skills and the enjoyment of taking part in these subjects is an important element in the curriculum. This aspect of our work helps pupils develop as individuals and can lead to commitment to worthwhile leisure interests. Music is delivered by our Music Teacher Mrs Mutch.

## **Technology**

Within the technology curriculum children have the opportunity to develop a wide range of skills. They will develop digital literacy enabling them to use and recognise a variety of digital technologies. This includes internet safety and searching for information. They will learn about how different aspects of technology have developed and evolved over time and how they have impacted upon society. Our pupils will learn about computer programming and develop basic coding skills.

Across the curriculum they will experience learning in food and textiles; exploring different food preparation techniques and a range of sewing skills. They will also gain experience in applying engineering, craft and design and graphics skills through creating and testing models and products. This will also give our learners the opportunity to explore materials and learn about what is best fit for purpose.

## **Religious & Moral Education**

Our aim is to try to make religious education teaching relevant to real situations and the children's own experiences, so that the children respond to the world they live in with the understanding and with a sense of responsibility.

The school's R.M.E. programme explores not only Christianity but other world religions. Through the study of world religions we aim to help our children take their place in our multi-cultural society. Our religious education programme is delivered in many ways –through stories, topics, visits to churches and the study of festivals.

## **Attendance & Absence**

Pupils are expected to attend school regularly and punctually. Regular attendance is vital to a child's progress.

If your child is absent please contact the school before 9.15am with an explanation of absence. If this action is not taken the school office will send a Groupcall to parents' mobile (*groupcall is a service used by most schools in Scottish Borders; the school office sends a text to your mobile to ask you to contact the school*).

Groupcall Messenger can only work if contact information held on the school computer is correct and if parents regularly check their mobile phones.

If a child is absent for an appointment written notification should be made in advance. Children should be collected from, and if appropriate, returned to the front entrance.

The Scottish Government strongly discourages the practice of children being taken on holiday during term time as it is disruptive to your child's own education. Therefore we are unable to authorise such absence. Please inform the school in writing in advance of children being taken on holiday during term time. Work will not be provided by class teachers in advance but pupils are expected to catch up on their return.

Children are expected to have an attendance rate of 95%. If attendance falls below this level a letter will be sent home to alert you and the school will seek to have a follow up conversation with parents and carers. Pupils arriving at school late more the six times will also receive a letter.

Overall our attendance figures are good, last year (Session 21-22) averaging 95.6%.  
The procedure we follow at Broomlands PS is as follows;

- Before the October break we run an attendance check and will alert you by letter if attendance is under 95%
- In November at Parents evening you are given an attendance and punctuality update.
- At the end of January we run an attendance check and will alert you by letter if attendance is under 95%.
- At the end of March we run an attendance check which you will receive in your child's report.
- At the end of May we run an attendance check and will alert you by letter if attendance is under 95%.

## **Our School in Our Community**

Broomlands Primary School is rooted in the wider community and we work hard to ensure everyone in this community works co-operatively and collaboratively to support all learners. We are part of the wider Cheviot Learning Community and frequently work closely with our partnership schools to ensure that teaching, learning and assessment within our community is both relevant and consistent.

## **School Policies**

There are numerous policies in schools that cover various 'school business' and 'teaching and learning' issues. If you have any questions about our school, please contact the office and we will endeavour to provide further information. You may also be interested to read our 'Curriculum Rationale' which describes how and why we provide the learning opportunities we do.

Alternatively, a number of SBC-wide policies are available on the Scottish Borders website (<https://www.scotborders.gov.uk/>).

## **Behaviour – Discipline/Rules/Rewards**

At Broomlands we work hard to create a positive ethos within our school. We strive to work in an environment where everyone feels happy, safe and valued. To help create this environment we ensure that everyone takes responsibility for their actions. These school rules guide our behaviour policy.

- Listen and do as asked the first time
- Be kind and sensible with your words and actions
- Keep hands, feet and objects to yourself
- Move safely in and around the school
- Take care of all property and belongings

The school rules apply at all times. A variety of rewards are used at different stages of the school. There are

consequences for those who choose not to follow the rules. These rules, rewards and consequences are consistently taught by all adults in the school. When dealing with behaviour we take a restorative approach; working with children to explore the cause of their behaviour and the impact it has. We have high expectations of behaviour and seek to work with parents to maintain this.

Children sent to a member of the Leadership Team will not return to class immediately. They will have time to consider their behaviour and will be asked to reflect upon their actions. Class teachers will always work with pupils before sending a child to the leadership team, however children will be sent immediately for:

- Swearing
- Fighting
- Deliberate damage to other's property
- Verbal/physical abuse of staff
- Defying a member of staff

We look forward to working in partnership with you to encourage high standards of behaviour.

### **Helping Your Child At Home – Homework**

We encourage parents to monitor, support and be actively involved in their child's homework. Homework helps to develop a positive work habit, gives opportunities for independent learning and is a means of reinforcing and consolidating ongoing class work.

At all stages in school, some homework will be given. The amount of work set will not be too demanding of time and will match needs and abilities of your child. Please encourage your child to maintain high standards and complete homework on time.

Information letters regarding homework and how to support learning at home will be detailed in curriculum overviews.

As we move through Session 22-23 we will be developing our use of Showbie as a tool for supporting learning, including parents in engaging with this powerful resource.

### **Assessment and Reports**

The assessment of pupils' work and progress is an integral part of the teaching and learning process. It is taking place all the time through continuous observation, marking of written work, informal classroom assessment and discussion. Informal and formal methods of assessment are measured against a shared and agreed standard that has been moderated at a community and local level and are in line with the national benchmarks. Individual pupil attainment in Numeracy and Literacy is tracked and monitored. In addition to this, summative assessments in English Language and Mathematics are carried out at all stages. These are moderated at school, Learning Community and Authority level.

Parents are welcomed in school at any time to discuss their child's progress and are encouraged to contact the school at any time during the school session if they wish to discuss any aspect of their child's learning.

Two Parent's Evenings usually take place across the year and are usually held in November and May – P6 and P7 pupils are invited to join parents for their consultation. One written report is given out each year at

the end of March.

Throughout the year each class performs an assembly to share learning with parents and cares. We also host one open evening a year to share learning with families.

## **Road Safety**

The school crossing patrols are positioned on Ednam Road and Abbotseat Road/Golf Course Road. Please encourage your child to cross ONLY at these points. We encourage pupils and parents to walk as there is no parking for parents. The car park to the front of the school is for staff only.

Road Crossing Patrol Times		
8.15 – 8.55am	12.00 – 1.15pm	3.20 – 3.40pm

## **Collection from School**

Please collect your child from the playground at the rear of the school. All children from Nursery to P2 must be collected by an adult. It is helpful if you stay well back from the doors of the school, and also ensure that younger children with you do not disturb the classes until they are dismissed at 3.30pm. Children attending an after school club are always dismissed from the front entrance.

## **After School Clubs - Extra-curricular Activities**

Broomlands Primary offers a range of extra-curricular activities and after-school clubs across the academic year. Details of these will be sent home at various stages of the year via letter.

Netball is routinely offered to our Primary 6 and Primary 7 pupils and is led by Mrs Gibson.

## **School Uniform**

Pupils are actively encouraged to wear school uniform every day in line with Scottish Borders Council's School Dress Code. All uniform should be clearly named so that it can be easily identified if mislaid.

School Uniform	
School sweatshirts/cardigans	Nursery – Sky blue P1-P6 - Royal blue P7 - Purple
Polo shirts	White or sky blue
Trousers/Skirts/Shorts	Navy, black or grey
School tie	Available from the school office to borrow for events as required

P.E. Kit	
T-shirt	Red – Rosebank

	Yellow – Broombank Green – Woodlands
Shorts	White, navy or black
Shoes	Gym shoes/indoor trainers and shoes for outdoor PE

## **Swimming**

Pupils in P3-7 will require a swimming costume or trunks. These can be provided by the school if necessary.

## **Indoor shoes**

In school we have a range of uniforms to try on. We also have a stock of good quality second hand uniforms that are available if needed.

Uniform can be ordered online from Border Embroideries.

[www.border-embroideries.co.uk](http://www.border-embroideries.co.uk) .

A small charge will be incurred for delivery under £45.

In addition to the uniform listed above there is also a range of additional, non-compulsory items. These can be found on the Border Embroideries website.

## **Communication / Contacting the School**

At Broombanks we believe there should be a partnership between parents and teachers. Together, we can best meet the needs of your child and help them thrive in our school environment. It is our aim to keep parents fully informed about all learning and activities which involve their children. Newsletters are sent home at the beginning of each month to pass on general information about many aspects of school life. These are sent home via e-mail, but if you prefer you can request a paper copy which will be sent home with your child. Information about upcoming events may also be sent out via groupcall.

Every term teachers will send home a curriculum overview with details about your child's learning for the coming term. Teachers may at times write less formal notes into your child's homework/reading diaries.

We have an "open door" policy towards parents and carers and if you have any worries about your child please let us know so that we can help. We are always at the other end of the phone if you need to talk with us urgently. Use of the Xpressions app and emails to the school address are also a good way to pass on information.

## **School Meals and Snacks**

As a health promoting school we teach our children about the importance of a healthy, balanced diet. Children are encouraged to bring a healthy snack and a water bottle to school daily. We have cold water fountains available in school to keep water bottles refreshed during the day. We do not promote fizzy or sugary drinks in school.

School lunches are freshly cooked on the premises. At present the price is £2.40 for a two-course lunch. Lunches can be ordered and paid for through ParentPay. Free meals are available for those families on

Income Support and application forms may be obtained from School, Scottish Borders Council, Customer Services on 0300 100 1800, online or your local Library. However, all meals have to be paid for until the Authority advise you, the parent, that free meals have been granted. Application has to be made to the Local Authority, Customer Services Department. Contact: 0300 100 1800.

If you require any support or advice in accessing or filling in this form please enquire in school – we are happy to help.

Please note that all P1-4 pupils will be entitled to a free school meal in line with the Scottish Government initiative. From January 2022 all P5 pupils will also be entitled to free school meals.

If you do not wish to have a school lunch pupils can also bring a healthy packed lunch or go home for lunch.

On Fridays our parent council run a fruit tuck-shop. A variety of seasonal fruit available provided by Julian's Veg. The fruit is washed, prepared and made into child size portions priced at 20p.

Please do NOT send birthday cakes in to school as some children may have allergies, which mean they cannot eat certain foodstuffs. We celebrate birthdays in class by singing and the birthday child talking and sharing his/her news with the group. This also ensures that all children are treated the same.

## **Transport**

Transport for children who require it is arranged by Scottish Borders Council. If space exists on any vehicle contracted to the Education Committee privilege travel may be granted - but this concession may be withdrawn if a vehicle becomes overloaded or has its quota of "entitled" travellers.

Children travelling by bus are issued with a bus pass and must carry this pass AT ALL TIMES to show on entry to the bus. The children travelling home by bus meet in the dinner hall at the end of the day, where a daily bus register is called. Bus time supervisors will ensure the bus children get on the correct bus.

Pupils who attend our Primary School through parental choice from outside our catchment area are not eligible for free travel.

## **Emergency Closure**

In the very unlikely event of having to close the school, e.g. heating/ electricity failure or adverse weather conditions, an Action Plan is implemented. Parents of all pupils will be contacted before pupils are sent home. Information will also be given out on Radio Borders. It is now possible to receive immediate updates on emergency situations on Lothian and Borders Alert Website which the school will also use. The link is [www.lbalert.info](http://www.lbalert.info). If it is not possible to contact parents or the designated emergency contacts, then pupils will be kept in school until they can be collected.

## **Parent Council**

Broomlands Parent Council is very active and supportive of the school and has helped raise significant funds which have paid for a number of teaching resources and assisted the school in offering a range of experiences to the pupils.



Currently there are a number of sub-groups which are:

- Gardening – which help maintain the school garden and work with pupils in small groups
- Tuck Shop – which runs the Friday Fruit Tuck Shop
- Social and Fundraising – which organise the main events, including the Christmas Fair

All parents are welcome to attend meetings, dates of which will be included in school newsletters and displayed on the notice board.

The Parent Council are keen to let others know that they especially value even a small commitment of a few hours to help at one of the events or with one of the sub groups.

The committee is made up as follows:

Chairpersons:	Mrs P Guthrie & Mrs J Redpath
Vice-Chair:	Mrs S Nairn
Treasurer:	Mrs A McIntyre
Secretary:	Mr J Thom

Contact with the Parent Council can be made via the school office.

## **Parental involvement**

We are very keen to have parents involved with our school and we would appreciate any help parents can offer. There are several regular activities, e.g. swimming, which need volunteers, as well as individual activities and excursions.

We also acknowledge the wealth of experience and expertise that our parents have. If you have any skills or talents that could support learning in our school please get in touch and add your name to our list of parent volunteers.

Bikeability training is consistently delivered to Primaries 5, 6 and 7 by parent volunteers. We always require non-cycling adults to help supervise the children and if you would be available to help we would appreciate your support. If you are interested in learning to be a Bikeability Trainer please get in touch with the school.

## **Transition**

### **Primary > Secondary**

A strength of the Cheviot Learning Community is that there is considerable contact and co-operative working with our High School. At the end of Primary 7 pupils would normally transfer to Kelso High School. In the summer term prior to transfer, Guidance Staff visit to speak to staff and pupils. Parents are invited to Kelso High School in June to learn more about the school and to have a guided tour of the premises. The children also spend three days in high school in June. Primary 7 also enjoy frequent contact with High School staff; receiving weekly P.E. lessons from a secondary teacher and attending Sports Leaders sessions. There are also a number of sporting events throughout the year that bring primary 7 pupils from the cluster together including Sportshall Athletics and Sports Festivals.

Primary teachers work with High School staff to pass on important information and try to ensure that we get the transition right for every child. Opportunities for additional visits and transition work can be

arranged as necessary.

Liaison between Primary School and High School is continually being improved and the outcome can only benefit the child by making his/her transfer as easy and enjoyable as possible.

### **Nursery > Primary**

Nursery staff work closely with Primary 1 staff in school to ensure smooth transition into Primary 1. The children regularly use the school hall for P.E. lessons and often visit classes in school as an audience or to share their learning about a topic. Nursery also have their lunch in the school dining hall every day; sitting down to a hot meal with the staff in a family style. Classes also visit the Nursery for the children to sing to or perform to them. Primary 6 pupils become Buddies of the new Primary 1 children to help them in the playground as they start Primary 7 and 1 respectively. Nursery pupils are included in "whole school" opportunities such as performances or visitors where possible.

There are also planned opportunities for shared learning experiences with Primary 1 children particularly in the summer term, which helps the Primary 1 teacher and support staff to get to know the new children well.

We also have close links with Castlegate Nursery and Edenside Primary so that any children moving into Primary 1 can be included in our transition activities too.

Parents/carers whose children have a January or February birthday may currently choose to defer their child's enrolment into Primary 1.

If any parent/carer has any concerns about their child's readiness to move to Primary 1 he/she should raise them as early as November with Nursery staff. A meeting can then be arranged to discuss parental concerns and how to support the child with these.

Should it be felt that the school cannot support the child appropriately in Primary 1, then meetings need to be logged and details sent to the Early Years team at Scottish Borders Council, who will then advise on the best provision for the child.

### **Compliments & Complaints Procedures**

If something goes wrong or you are dissatisfied with our services, please tell us and we will do our best to put things right. We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: [www.scotborder.gov.uk](http://www.scotborder.gov.uk).

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through your child's teacher or a senior member of staff (the Head teacher or a Principal Teacher) or indeed any member of staff. You can also make a complaint via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk).

If we are unable to resolve your complaint, or if you believe your complaint requires formal investigation, you may make your complaint directly to the Education and Lifelong Learning Department at Scottish Borders Council. Again this may be done in a variety of ways:

- in person at a Scottish Borders Council customer services office
- by phoning Customer Advice and Support Service on 0300 100 1800
- by email to : [PeopleComplaint@scotborders.gov.uk](mailto:PeopleComplaint@scotborders.gov.uk)
- in writing
- to your local councillor
- via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk).

## **School Medical, Dental & Welfare Services**

Should you have a concern about your child's well-being at school, please do not hesitate to contact the school. We will arrange a time to meet with you and discuss the matter.

To safeguard the interests of both pupils and staff, any request for prescribed medicine to be administered during the school day **MUST** be accompanied by a parental request form, available from the school office. This will give clear instructions as to type, quantity, frequency and method of administration and should be signed and dated by parents.

## **Financial Assistance**

We understand the cost that attending school can incur. It is our aim to ensure that no child misses any experience offered here at Broomlands. If at any point you feel like you require assistance to enable your child to fully access the curriculum please do not hesitate to get in touch.

## **Early Learning and Childcare Setting**

Our nursery recently became the Nursery Hub for the Cheviot learning community. This means that the nursery is open from 8am – 6pm five days a week. The nursery is open across the school holidays only closing for two weeks over the Christmas festive period.

Providing excellent provision our nursery has a large outdoor play area and garden. The nursery is located on the lower floor of the school and has its own separate entrance. Three and four year old children attend sessions led by a Senior Early Years Officer, an Early Years Officer, Early Years Practitioners and a Modern Apprentice. Supported by an Early Years Team Teacher our nursery staff provide a wide and varied range of learning opportunities and experiences for the children. Working closely in partnership, the nursery staff and the school leadership team ensure consistent learning experiences across our school.

## **Early Years**

At Broomlands the curriculum in the early years is delivered through a variety of approaches including play, continuous provision and teacher input.

We believe that play provides opportunities for children to experience learning in a meaningful and purposeful way. It is a means by which children can develop the skills and capabilities to be effective learners. Play provides a context to access the content of the curriculum. Play is the essence of childhood. It is a key part of children's enjoyment and development. Through play children create their own culture, develop their abilities, explore their creativity, challenge their limitations and assumptions and learn about the people and places around them.

Learning opportunities will make links to class topics across the curriculum. Adults and children will record children's ideas on a planning board, this is a working document and is owned by the adults and children. Information can be added as the topic progresses and learning develops.

Continuous Provision should 'continue the provision for learning in the absence of an adult'. The areas of provision are dictated by need, linked to assessment and broadly levelled so that there is challenge and support in all areas for all children. We aim to ensure that there is planned scope for challenge and skill

development in the areas created, so that we can build on the children's knowledge and feelings of well-being and confidence and scaffold their learning to move it forward.

Children will also work in small groups with their teachers and other adults to develop skills, knowledge and understanding across the curriculum. An Emergent Literacy Approach is used throughout the early level to help ensure that all pupils develop their literacy skills from where they are.

## **Support for Learning - Additional Support for Learning**

Children may require additional support at different times throughout their school life with their learning. Our support for learning teacher works with groups of children to support them, mainly with literacy and numeracy skills. If the class teacher feels that your child would benefit from extra support, they will discuss this with you.

### **Inclusion and Pupils with 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 additional support needs may include:

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.

You can also speak to a Team Leader at the local Children & Family's Support office:

Eildon Locality Office  
10-12 Galapark  
Galashiels  
TD1 1EU  
Tel: 01896 661880

Parents/carers 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/carers 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.

Additional support may be given in the short term or for longer periods of time. If you feel your child needs extra support, the person to speak to in the first instance is the class teacher. You have the right to request an assessment for your child either through school or your GP.

The statutory framework for Additional Support for Learning is the Education (Additional Support for Learning) (Scotland) Acts of 2004 and 2009.

Additional information can be found through the following link:

[https://www.scotborders.gov.uk/info/20041/support\\_for\\_pupils/456/additional\\_support](https://www.scotborders.gov.uk/info/20041/support_for_pupils/456/additional_support)

## **Young Carers**

A young carer is someone who is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. A number of young carers do not always identify themselves or wish to be identified.

Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brothers or sister.

This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attend clubs and after schools activities therefore missing out on the social aspects of school.

Within our Primary we want our young carers to enjoy school and that it is a positive place to come and they feel included. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.

## **Council's implementation of British Sign Language 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

## **Getting It Right for Every Child**

Getting It Right For Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give 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 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 and the GIRFEC provisions are planned to be fully implemented by August 2017. If you would like any further information please ask your child's Head teacher.

## **The 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)

## **Employment of Children**

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of children. These regulations allow anyone to be employed at 14 years but under certain circumstances children under 13 years of age can be employed, and for those over the age of 13 there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Forms and application forms are available from the school office. Further details can be obtained from HQ Operations, Children & Young People Services, Scottish Borders Council, Newtown St Boswells, TD6 0SA

Further information can be found at:

[https://www.scotborders.gov.uk/info/20025/licensing/670/employment\\_byelaws\\_for\\_children\\_and\\_young\\_people/1](https://www.scotborders.gov.uk/info/20025/licensing/670/employment_byelaws_for_children_and_young_people/1)

## **Data Protection**

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. We will retain a copy of your child/ren's educational record up until they reach the age of 25.

### **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. We will respond to your request within thirty calendar days.

For more information on your rights please visit our website <http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

## **Complaints**

We aim to directly resolve all complaints about how we handle personal information. 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)

## **Transferring Educational Data about Pupils**

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

### **What pupil data will be collected and transferred?**

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

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

## **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

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

## **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at: **[Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk)** or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

### **Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net)

#### **Scotxed Collections**

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link.

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

## **Education Statistics Privacy Notice (GDPR)**

The Scottish Government and its partners collect and use information about pupils and staff in schools to help to improve education across Scotland.

The Education Statistics Privacy Notice can be found on the Scottish Government Website and is intended to provide information to pupils, teachers and parents about data collected and processed by the Scottish Government including why it is needed, their data policy and individuals' data protection rights.

**Disclaimer**

Please note that whilst information provided in this handbook is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time you read it.

## Keeping our child and young people safe in the Scottish Borders

### **CHILD PROTECTION**

- 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.
- 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 setting is the Headteacher

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

**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](#) 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>

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- Bath, Brush Book & Bed

What?	Why?
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Helps concentration</p> </div> <div style="text-align: center;"> <p>Healthy Teeth</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Helps body grow and develop</p> </div> <div style="text-align: center;"> <p>Helps digestion</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Healthy skin</p> </div> <div style="text-align: center;"> <p>Energy</p> </div> </div>

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)





**BROOMLANDS PRIMARY SCHOOL  
SCHOOL SESSION ARRANGEMENTS  
AUGUST 2022 – JUNE 2023**

## School term dates for Session 2022-23

### Autumn term

- Monday 15 Aug 2022 - Staff resume, In-service day
- Tuesday 16 Aug 2022 - In-service day
- Wednesday 17 Aug 2022 - Pupils resume
- Friday 7 Oct 2022 - Last day of term for pupils and staff, mid term holiday
- Monday 17 Oct 2022 - Staff resume, In-service day
- Tuesday 18 Oct 2022 - Pupils resume
- Monday 28 Nov 2022 - St Andrew's Day holiday, school closed
- **Tuesday 29 Nov 2022 – casual holiday**
- Thursday 22 Dec 2022 - Last day of term for pupils and staff

### Winter term

- Monday 9 Jan 2023 - All resume
- Friday 10 Feb 2023 - Last day of term for pupils, February holiday
- **Monday 13 Feb 2023 – casual holiday**
- Monday 20 Feb 2023 – In-service day
- Tuesday 21<sup>st</sup> Feb 2023 - All resume
- Friday 31 Mar 2023 - Last day of term for pupils and staff

### Summer term

- Monday 17 Apr 2023 - All resume
- Monday 1 May 2023 - May Day holiday, school closed
- Tuesday 2 May 2023 - Staff resume, In-service day
- Wednesday 3 May 2023 - Pupils resume
- Thursday 29 June 2023 - Last day of term for pupils and staff

### Casual holidays

Each learning community allocates two casual holidays for pupils and staff which are usually aligned to their local festivals.

**Cheviot Tuesday 29<sup>th</sup> November 2022 and Monday 13<sup>th</sup> February 2023**



BROOMLANDS PRIMARY SCHOOL  
SCHOOL SESSION ARRANGEMENTS  
AUGUST 2023 – JUNE 2024

## School term dates for Session 2023-23

### Autumn term

- Monday 14 Aug 2023 - Staff resume, In-service day
- Tuesday 15 Aug 2023 - In-service day
- Wednesday 16 Aug 2023 - Pupils resume
- Friday 13 Oct 2023 - Last day of term for pupils and staff, mid term holiday
- Monday 23 Oct 2023 - Staff resume, In-service day
- Tuesday 24 Oct 2023 - Pupils resume
- Monday 27 Nov 2023 - St Andrew's Day holiday, school closed
- Tuesday 28 Nov 2023 - as resume
- Thursday 21 Dec 2023 - Last day of term for pupils and staff

### Winter term

- Monday 8 Jan 2024 - All resume
- Friday 9 Feb 2024 - Last day of term for pupils, February holiday
- **Monday 12 Feb 2024 – casual holiday**
- Monday 19 Feb 2024 - In-service day
- Tuesday 20 Feb 2024 - All resume
- Thursday 28 March 2024 - Last day of term for pupils and staff

### Summer term

- Monday 15 Apr 2024 - All resume
- Monday 6 May 2024 - May Day holiday, school closed
- Tuesday 7 May 2024 - Staff resume, In-service day
- Wednesday 8 May 2023 - Pupils resume
- Friday 28 June 2024 - Last day of term for pupils and staff

### Casual holidays

Each learning community allocates two casual holidays for pupils and staff which are usually aligned to their local festivals.

Some casual holidays for 2023-2024 are still to be confirmed.

**Cheviot Monday 12 Feb 2024**