



Inspiring minds, creating futures.

School Handbook



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Dear Parents and Carers,

Thank you for taking the time to read our School Handbook - we are delighted to share information about our school with you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

To make our handbook easy to use we have organised the information as an A to Z. Updated information on our school will continue to be hosted on our [school website](#).

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please contact the school at admin@prestonstreet.edin.sch.uk.

Yours sincerely,

Danny Hoyle

Head Teacher

About the school

Preston Street Primary is a friendly, inclusive and multicultural school situated in the Southside area of Edinburgh.

We have been awarded our Sport Scotland Silver School Sport Award in recognition of our commitment to increasing pupils' engagement and opportunities in PE and school sport, and our dedication to placing sport at the heart of our school's ethos.

We value creativity and outdoor learning and inclusive practice. We have high aspirations for all children and focus on health and wellbeing as the key to developing skills and capacities for life, learning and work for our children.

We celebrate and enjoy the rich cultural mix within our community and the first-hand learning opportunities and experiences this provides.

Stages of education provided in Preston Street Primary School

P1-P7 (age 4 to 12)

P1 age 5 to 6	Early level of the Scottish curriculum
P2 age 6 to 7	First level of the Scottish curriculum
P3 age 7 to 8	First level of the Scottish curriculum
P4 age 8 to 9	First level of the Scottish curriculum
P5 age 9 to 10	Second level of the Scottish curriculum
P6 age 10 to 11	Second level of the Scottish curriculum
P7 age 11 to 12	Second level of the Scottish curriculum

At the end of P7 children transfer to secondary school. Our catchment secondary school is James Gillespie's High School <http://jamesgillespies.co.uk/> which was Sunday Times Best Scottish State School of The Year, 2015.

Stages of education provided in James Gillespie's High School

Secondary year 1 (S1)	age 11 –13	Third & fourth level of the Scottish curriculum
S2	age 13-14	Third & fourth level of the Scottish curriculum
S3	age 14-15	Third & fourth level of the Scottish curriculum
S4	age 15-16	Senior phase of the Scottish curriculum
S5	age 16-17	Senior phase of the Scottish curriculum

S6 age 17-18 Senior phase of the Scottish curriculum

Students then progress to employment, further or higher education or training.

Present primary school roll	290
Present secondary school roll	1130
Denominational status of the school (if any)	None
Gaelic Medium Education	None but Gaelic Learner Education is available in P2/3 for 2020-21. Gaelic Medium Education is available at James Gillespie's High School.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those areas to improve outcomes for children.

Child Protection

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all forms of abuse. Where we have Child Protection concerns regarding a child's wellbeing we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers. These can be viewed at on the [Child Protection page](#) of the council website.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms

of the [Additional Support for Learning Act \(2009\) and its accompanying Code of Practice](#).

It provides the following information:

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- c) the other opportunities available under this Act for the identification of children and young persons who -
 - i. have additional support needs,
 - ii. require, or would require, a co-ordinated support plan,
 - iii. the role of parents, children and young persons in the arrangements referred to in paragraph (b),
 - iv. the mediation services provided
 - v. the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. [In on the Act](#), was produced by the City of Edinburgh Council.

Literacy Difficulties/Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

The Authority also recognises that there may be associated difficulties

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns, please speak to your child's class teacher in the first instance.

Additional Support Needs Procedures in School

We monitor every child's progress regularly. If a teacher is concerned about a child's progress, this will be referred to the school's additional support needs (ASN) team which meets each term. This team comprises the head teacher, support for learning teacher and other relevant staff as required, such as our educational psychologist. The ASN team may decide to

- **M:** Monitor the child for a further period of time
- **A:** Carry out further in-school assessments
- **S:** Provide additional in-school support
- **AoN/CPM:** Call an "Assessment of Need" meeting with the child, parents/carers, and relevant staff and partner services. This meeting will listen to everyone's views about the child's needs and will agree next steps. This might include writing a Child's Plan at a Child Planning Meeting. At this meeting the child's strengths, areas of concern, strategies used, suggested outcomes and an action plan with next steps clearly identified against people who will carry these out within agreed timescales. Pupils themselves can be involved in the Child Planning Meeting either by attending the meeting themselves or expressing their views beforehand.

If parents have any concerns about their child's progress they should contact their child's class teacher in the first instance.

Additional Support Needs Assessment

Identifying learning needs such as dyslexia requires assessment by a trained professional to evaluate a child's strengths and areas for targeted support. Currently we have over 20 pupils that are in this process or on a waiting list to be assessed. Teachers within school spend a significant amount of time on these assessments. If you approach us to request this assessment process for your child and then you decide to have a private assessment carried out, please inform the school office so that your child can be removed from our assessment process or waiting list and another child can be assessed more quickly.

See <https://aslserviceedinburgh.com/resources-for-parents-and-carers/literacy-dyslexia/> for more information.

Additional Pastoral Support

We pride ourselves on the high level of pastoral support within the school. Our staff have taken part in "Better Relationships, Better Learning, Better Behaviour", "Building Resilience" & "Emotions Talk" training and are able to support and develop children's self-esteem. We recognise that every child is a unique individual and that at certain times in their lives they need more support and encouragement from others. Pupil support assistants are available at morning break and lunch times to support individual children if they need it.

We usually run the following support programs in school. C-19 restrictions mean that some of these interventions are not possible currently.

Support program	Year groups	Focus	Staff members
Student support			
Read Write Inc	P3-4	Intensive targeted support for children who have not yet mastered phonics, reading and spelling.	Support for Learning Teachers
Fresh Start	P5-7	Intensive targeted support for children who have not yet mastered phonics, reading and spelling.	Support for Learning Teachers
Literacy (reading and spelling) support groups	P2-7	Individual and small group work Spelling patterns and rules Reading and Reading comprehension	Support for Learning Teachers Trained pupil support assistants
Maths support groups	P4-7	Small group work giving the opportunity for overlearning	Trained pupil support assistants Depute Head Teacher
Enhanced transition to secondary school	P7	A program of 6 additional visits to James Gillespie's High School for children who need more support to manage the change move from primary to secondary school.	High School staff
Social skills groups	P1-7	This focuses on teaching children basic social communication skills such as turn-taking, eye-contact, sharing ideas and resources etc.	Trained pupil support assistants Support for Learning Teacher
TIP and Fine Motor Skills Groups	P2-7	Small group work to develop fine and gross motor skills, planning and organisational skills and to further develop language skills and communication.	Trained pupil support assistants

L.I.A.M (Lets Introduce Anxiety Management)	P5-7	Emotional health intervention.	Family Support Teacher
Forest Schools Group	P1-7	Outdoor learning group with engaging activities which practice self-regulation, social skills and personal risk assessment.	City of Edinburgh Council's ASL Team
Parent support			
Raising Children With Confidence	Nu-P7	Parent support programme/training course looking at how we can support our children throughout childhood to be confident individuals.	Family Support Teacher
Autism Family Support	Nu-P7	Regular courses/information for parents who have a child with ASD or ASD is being investigated. Follow up family home visit following diagnosis.	City Council ASL Team (invites sent by school to families who have a child with ASD)
Emotions Talk training and resources	Nu-P7	Bespoke training to use this approach at home as well as in school. Supports emotional literacy & predictable adult responses.	School leadership team.
The Bears Cards	Nu-P7	Technique to help children communicate how they are feeling and to talk about how to change how we are feeling.	School leadership team

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire: www.enquire.org.uk Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 0131 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk Telephone

0131 667 6633.

School Activity Clubs/Out-of-school-hours Care

<https://prestonstreetprimary.com/after-school-clubs/>

The school, in partnership with Active Schools Edinburgh private coaches run a range of clubs for children in the morning before school and also after school. Coaches and tutors are responsible for the day-to-day running of their own clubs. The school admin team will write to you towards the end of each term explaining which clubs are running in the following term and how you can book spaces.

The city council's active schools coordinators also run clubs for our children. These tend to be sports clubs. Some of these clubs take place within our school, whilst others take place in venues nearby.

All tutors and coaches must meet children at reception to let pupils into the building. Before school begins supervision is parental responsibility, therefore pupils should not arrive at school until as near to the school start time as possible. Please note that school staff are not responsible for the supervision of children attending privately run clubs before or after school. Supervision is provided by club owners/coaches.

Out-of-school-hours care clubs

A number of out-of-school-hours care clubs operate in our area. Children going to off-site out-of-school-hours care clubs will be collected in the playground by care providers. Parents should inform the care providers, not school reception, of any change of plans for out-of-school-hours-care clubs.

Contacts for out-of-school-hours care clubs in our area (there may be other clubs available)

Southside and Central Out Of School Hours Club (SCOOSH)

<http://www.scooshclub.org.uk> Nelson Hall, 5 Spittalfield Crescent EH8 9QZ

0131 668 0918

magplayscoosh@aol.com

After-school Care Pickups

Play leaders will arrive 5 minutes before children are dismissed to allow time for them to sign in and reach designated pick-up point. After school care providers provide school with a weekly register for each class. Play leader will collect pupils from their teacher in the playground.

After school care providers and school will work in partnership to share relevant information about a child's attendance at school or club. Normally this will be done with written parental permission.

Parents should inform both the school and the after-school provider of non-attendance at club or other absence.

Allergies and Special Diets

We have children with severe food allergies. We appreciate that schools cannot be "nut free zones". We cannot control all foodstuffs being brought onto our campus. We do however ask that our community works together to ensure school is safe for every child by doing the following:

- Try to avoid giving your child children food to bring to school that contains our current common allergens: nuts (all kinds)
- If appropriate a School Healthcare Plan should be completed. It is your responsibility to ensure this is done, signed off by your medical practitioner and updated when changes occur
- School has trained staff (allergies and asthma) and we have clear policy and procedures in school to manage food allergy situations
- If you wish to request a special dietary arrangement for your child, please contact our school office for a form. Complete this and return to our school office. We will pass this to the school kitchen

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting low-stakes tests. Pupils are also involved in assessing their own progress and developing their next steps.

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact your child's class teacher if you have any concerns about your child's progress.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Punctuality

Please try and ensure that your child arrives at school on time. If your child is late, he / she should enter via the front door and report to the school office before going to class.

Absence

Absence from school is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

It is the Scottish Government policy to record all instances of absence. The record is held for statistical purposes and this is published annually. Children who are consistently late or accrue several absences maybe referred to the Council's Educational Welfare Department. It is part of the remit of the Head Teacher to alert parents to this. A letter will be sent out if attendance falls below 85%.

You should update the school on each day of your child's absence.

Absence line number 0131 667 4208 (option 1)

If your child is absent due to illness, please phone the school in the morning on the first day of absence. If we do not receive a call, you will be contacted by the automated service.

Please give your child a note on their return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If your child becomes ill or injures themselves at school, trained first aiders will look after your child and assess their current wellbeing. If they are well enough they can return to class and a letter explaining what happened will be put in the child's school bag and the injury will be recorded in the school accident book.

Parents are always phoned if there is a head bump even if very minor. If your child has either vomiting or diarrhoea, they should follow Public Health Scotland procedure and only return to school 48 hours after the last episode of illness. This is

also the case if your child or anyone in your family has chicken pox or measles. It is also important that you let us know if there is shingles or cold sores in your household.

We ask that all families adhere to this guidance as we have pupils with serious conditions that attend our school that must not be exposed to these illnesses. The health and well-being of our pupils, who are at risk, does depend on the cooperation of all other parents.

Term-Time Holidays

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Head teachers can approve absences up to two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the Communities and Families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

NB: The City of Edinburgh Council does not hold a child's school place open for more than 12 weeks if, for example, a family takes an extended holiday or overseas work placement.

Promoting Positive Behaviour

Our promoting positive behaviour policy outlines our approaches and can be found at [School Website](#) in our policies section.

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and

excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.'

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three words / short phrases:

1. Respectful
2. Responsible
3. Resilient

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council have recently updated their anti-bullying guidance.

The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through

education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

The school's [Anti-Bullying Policy and Procedure](#) can be accessed on the school website.

Communication with Parents/Carers

For updated termly overviews of learning for each class please see the [Your Child's Learning page of our school website](#).

Our approaches to reporting children's progress to parents include the following. This meets the most up-to-date 2017 reporting guidance from the Scottish Government.

- Parent-teacher consultations twice each year
- End of year written report giving attendance and curriculum levels achieved
- Class blog posts by the class teacher outlining planned and previous learning in each class.
- House Coffee Mornings to where children share their learning with parents
- Child Planning Meetings (CPMs) for children with significant additional support needs
- At least once per year each class inviting parents into school to see/share their learning
- Articles in the school newsletter, twitter feed @prestonstps and school Facebook Page highlighting learning and achievements
- Parent Council meetings where whole-school attainment and achievement may be discussed
- Family learning events such as curriculum information evenings. Currently these include the events in the table below.

If you have concerns about your child's progress, please discuss this in the first instance with your class teacher by making an appointment via the school office.

Usual Family Learning Events

Due to C-19 restrictions we are running a reduced programme.

Topic	Audience	Usual date
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P1 Curriculum Evening P1 Open Morning	Current Primary 1 Parents	September Followed by open morning the next day
Benmore P7 Residential Info Evening	Current Primary 7 Parents of pupils attending Benmore Residential	August
Dounans P5 Residential Info Evening	Current Primary 5 Parents of pupils attending Broomlee Residential	April
Curriculum Information Evening	All Parents P1-7	March
P1 Induction	Parents of pre-school pupils with a place at Preston Street beginning August of that year.	June
Digital safety	Parents of children in years P4 to P7.	May
Raising Children With Confidence parent training	All parents	October-November
Emotions Talks	All parents	On request
Designing our curriculum together	All parents, children and staff	Every 3 years- Spring 2022, 2025, 2028

The Head Teacher sends out a newsletter every one-two weeks which contains important news and information. This is sent by email so please ensure the school office has the most up to date email address for you.

Class teachers send out regular information via class blogs to inform parents about what's happening that term in their child's class, give an overview of the curriculum and make suggestions for how parents might help support their child(ren)'s learning.

The Parent Council meets every month or so and is a very useful place to come and find out more information about school and learning. Class has a "class representative parent" who coordinates information to parents in the year group.

Every year we gather the views of parents about our school and use this, together with the views of pupils and staff to inform our annual school improvement plan. This can be found on our school website.

The school website is an important source of more detailed information about our school. Other useful sources of information include

www.edinburgh.gov.uk/info/20014/schools_and_learning city council school information

www.educationscotland.gov.uk information on the Scottish curriculum

www.educationscotland.gov.uk/parentzone/index.asp how you can support your child's learning

www.parentforumsotland.org the national parent forum in Scotland

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Contact Details	
To maintain a focus on learning priorities and to encourage appropriate personal life boundaries, all email is filtered through our school admin account. To contact an individual staff member via email, please use the school admin email. admin@prestonstreet.edin.sch.uk FAO [Name]	
If you have something that you wish to hand directly to the Head Teacher please post or hand deliver to school in an appropriately marked and sealed envelope.	
Head Teacher	Danny Hoyle
Depute Head Teacher	Simon MacLean (P5/6, P6, P7A, P7B Mon-Thurs)
Principal Teacher/s	Lisa McLaughlin (P1A, P1B, P2, P2/3 Mon-Tue) Colette Nimbley (P3, P4, P4-5) Louise McGaffin (Additional Support for Learning Tue-Thurs)
Business Manager	Gillian Bruce Mon, Tues, Thurs
Administrator	Fiona Watson

	Allana Morrison
Address	Preston Street Primary School Dalkeith Road Edinburgh EH16 5BR
Telephone Number	0131 667 4208
Website	prestonstreetprimary.wordpress.com/
E-mail Address	admin@prestonstreet.edin.sch.uk

Composite Classes

Both the size of our school building and maximum pupil roll, necessitate some composite classes in our school each session. The maximum size for any composite class is 25 pupils whereas a single stage class for P2 and P3 is 30 pupils and from P4-7 is 33 pupils. A composite class is a class made up of pupils from two (or more) year groups, for example a Primary 2/3 class. In the final term of each session, our school team will form all classes for next session. Staff will use the following criteria:

Age

This is stage appropriate not the child's age relative to their year group. This is a change from previous school and council procedures.

Gender Balance

Across classes and stages where possible.

Friendships

As appropriate to a positive teaching and learning environment for all classes, based on the professional judgement of teachers and school leadership team.

Meeting Learners' Needs

Ensuring a balance of different strengths and support needs in all classes.

There is no appeals process for parents unhappy with decisions.

The full policy on 'Organising Classes in Primary Schools' is available [on our school website](#).

Teaching and Learning in Composite and Single Stage Classes

The ways in which teaching and learning are organised in primary schools means that the work is tailored to meet the needs and current achievement levels of individual pupils. All our teachers are trained to work with mixed-ability classes

whether in a single year group class, a composite class. In all primary classes there will be wide ranges of abilities and all children will learn in different ways, responding to a variety of methods and resources. Our teachers are well able to adapt to the different needs within any class and plan accordingly. Much of the work undertaken in our Primary Schools is in small groups and teachers plan in such a way to ensure that all pupils progress through Curriculum for Excellence at the appropriate level.

In composite classes made up of two stages, the range of pupil performance and maturity is usually no greater than that of a single stage class.

Complaints and Feedback

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch. We also regularly reach out to parents to ask for specific feedback which helps inform our school improvement priorities. You can find examples of these on our [school website](#).

If you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

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

- Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Cost of the School Day

More than one in five children across Scotland are living in poverty. Insufficient household income can mean that some children and young people don't have the resources needed for school and cannot easily afford to take part in school activities

which cost money. This can put them at risk of missing out on opportunities at school and feeling different, excluded and unhappy. We are determined to close the attainment gap between children from high and low-income households. We have put in place the following help for families:

- **Financial support for excursions:** we have access to funds to support the costs of the P7 residential week in each year. We will never accept lack of family income as a reason for a child missing this vital educational and social experience. We can also agree financial support with you for other school excursions during the school year. Please discuss this with the Head Teacher or Family Support Teacher.
- **Flexible payment:** if you need longer to pay for an excursion, please discuss this with the head teacher and we can make this arrangement with you.
- **Free & subsidised breakfast club places:** we have negotiated free and discounted places at the breakfast club run by a private provider. Please discuss this with the head teacher.
- **Free & subsidised club places:** we can fund your child's place at school clubs so that s/he can fully participate in the life of our school. Please discuss this with the depute head teacher.
- **Flexible school uniform:** You can purchase school uniform from a range of providers and not just our main school supplier. Supermarkets often sell school clothes which are very good value. All we ask is that you try to buy similar colours as outlined in the school dress code below. We will not enforce uniform strictly as this can embarrass children who do not have the full uniform. If your child is taking part in a special event and is representing school, such as a choir performance or sporting event, we may be able to provide a white shirt or sports kit. Please ask our office staff if you need help with this.
- **Pre-loved Rail:** clothes donated here are free of charge
- **Upcycling:** to make our school community as environmentally sustainable as possible, we regularly recycle clothing, school bags and toys at pop-up "shops" at the end of the school day.
- **Support with clothing grants and free school meals applications:** we can help you to complete applications for the city council's financial assistance with school meals, clothing, footwear and other costs. Forms available at <https://www.edinburgh.gov.uk/food-clothing>
- **Transport to school costs:** if your child cannot come to school because you cannot afford the journey. Please discuss this in confidence with the head teacher. We cannot help with these costs but we may be able to speak to someone who can help.

- **School equipment:** if you cannot afford child pencils, pens etc. we will provide these at school. Every child has a right to the basic equipment required to complete school- and home-work. Please ask our office staff to help with this. We will never make your child feel embarrassed because they do not have a pencil or eraser. Every classroom will have a supply of basic equipment which your child can use.
- **Food:** all P1 to P3 children are entitled to a free school lunch provided by the Scottish Government. For older children we can help you to apply for free school meals. Forms available at <https://www.edinburgh.gov.uk/food-clothing> We harvest unused fruit, biscuits and drinks from packed lunches which are not used. This food is available for your child or your family if you need this. Please discuss this in confidence with the head teacher.
- **Reducing stigma:** we will do everything we can to reduce stigma associated with poverty. For example, we will teach children that for most people, poverty is not a result of bad choices or poor lifestyles, but rather poverty for most people is a result of low income. We will never make your child feel embarrassed because of low income. For example, we will make sure our rewards and merits system does not make it harder for children from families with lower incomes to succeed. We will treat targeted behaviour focusing on anyone's family income, clothing etc. as discrimination or bullying. We will make sure we have systems in place to make it less embarrassing to ask for food, clothing, equipment, support or costs.

Pupil Equity Fund

Pupil Equity Funding is additional Scottish Government funding allocated directly to schools and targeted at closing the poverty related attainment gap. Pupil Equity Funding enables schools to deliver activities, interventions or resources which are additional to those which were already planned. Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, Head Teachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Funding should not be used in ways that stigmatises children and young people or their parents. Interventions that impact on transitions between school stages – for example between nursery and primary or between broad general education and senior phase– can also be considered. The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.

Curriculum

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

[Detailed information can be found here](#). The Scottish curriculum can be described as having the following attributes.

<u>Curriculum areas with experiences & outcomes outlined for each area</u>	Religious and moral education: Christianity, World religions & Development of beliefs and values. Sciences: Planet Earth, Forces, electricity and waves, Biological systems, Materials & Topical science.	<u>Contexts for Learning</u> 1. Curriculum areas and subjects 2. Interdisciplinary learning (IDL) 3. Ethos and life of the school, a climate of respect and trust, shared values with genuine engagement across	<u>Curriculum skills and attributes: developing the 4 capacities</u> • Successful Learners • Confident Individuals • Responsible Citizens • Effective contributors
Expressive arts: Art and design, Dance, Drama & Music. Health and wellbeing: 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.* Languages: English P1 to P7: Listening & Talking, Reading, Writing, Spanish P1 to P7, Mandarin P5 to P7, Gaelic P2/3 & Awareness of our community's other languages. Our cluster High School offers a range of languages in blocks during S1 and S2.	Social studies: People, past events and societies, People, place and environment & People in society, economy and business. Technologies: Technological developments in society, ICT to enhance learning, Business, Computing science, Food and textiles, Craft and design & Engineering and graphics.	the school community 4. Opportunities for personal achievement both in the classroom and beyond, giving children a sense of satisfaction and building motivation, resilience and confidence.	
Mathematics: Estimation and rounding, Number and number processes, Fractions, decimal fractions and percentages, Money & Financial education, Time & Measurement, Data and analysis & Ideas of chance and uncertainty.	<u>Approaches to learning</u> Active learning ICT in education Creativity Outdoor learning Co-operative and collaborative learning Peer education Children and teachers planning learning together	<u>Assessment</u> Assessment to measure progress so far. Assessment to inform next steps in learning. Formative assessment strategies Summative assessment Standardised assessment Self, peer and teacher assessment.	<u>Curriculum levels</u> Early Level: Nursery to P1 First Level: P2 to P4 Second Level: P5 to P7 Third & Fourth Levels S1 to S3 Senior Phase S4 to S6

		Self-evaluation. Moderation against national benchmarks (school and pupil)	
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* Relationships, sexual health and parenthood (RSHP)

Our teaching programme, parent information and teaching resources are available for parents to view at www.rshp.scot Please check this website if you wish to view our teaching materials. Parents will be notified before a block of work begins and will be given the opportunity to view the teaching and learning materials which will be used. Parents can make an appointment with the Head Teacher to discuss RSHP further.

Conduct of Relationships, Sexual Health and Parenthood Education in Schools, The Scottish Government, December 2014 states

“57. In the instance of a parent wishing to withdraw a school aged child from sexual health education lessons, schools must remind parents of the child’s right to an education and to participate, bearing in mind their age and maturity. Where, after due consideration...the parent or carer decides to withdraw a school aged child from sexual health education lessons, arrangements should be made for the child to have alternative positive educational provision, which meets the Health and Wellbeing outcomes. The Benchmarks used to assess teaching and learning in this curriculum area are...

I recognise that we have similarities and differences but are all unique.

HWB 0-47a

I am aware of my growing body and I am learning the correct names for its different parts and how they work.

HWB 0-47b

I am learning what I can do to look after my body and who can help me.

HWB 0-48a

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.

HWB 0-49a

I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 0-45a

Identifies body differences and similarities.

Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.

Demonstrates modesty and privacy through, for example, closing toilet doors.

Manages personal space with respect towards self and others.

Demonstrates an understanding of the concept, ‘my body belongs to me’.

Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust.

Identifies people who can help, for example, teachers, family members.

I am learning about where living things come from and about how they grow, develop and are nurtured.

HWB 0-50a

I am able to show an awareness of the tasks required to look after a baby.

HWB 0-51a

Recognises that care can come from a variety of different people.

Identifies that families may be made up of different people.

Gives examples of where living things come from, for example, plants from seeds, fish from eggs.

Explains that living things need food, water and care to grow and survive.

Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.

For specific and detailed information on what is taught at each stage in school, please visit the [RSHP Page on our school website](#).

Modern Languages

We implement the Scottish Government's "1+2" policy for Modern Foreign Languages. More information about MFL 1+2 can be found at

www.educationscotland.gov.uk/learningandteaching/curriculumareas/languages/modernlanguages/supportmaterials/1plus2approachtomodernlanguages/introduction.asp

We teach...

- A progressive Spanish programme from P1 to P7 (L2)
- Mandarin from P5 to P7 (L3)

In addition to the above languages, we also teach

- Gaelic in P2/3 because we are part of a Gaelic Education school cluster.

Unlike other countries' approaches, or previous approaches in Scotland, the "1+2" approach focuses on experiencing the target language 'little and often' in everyday classroom life.

The focus on the L2 is on the four competencies of writing, reading, listening and talking. This builds the self-confidence to engage in other languages.

Our introduction to the L3, Mandarin in P5, aims to familiarise the students with a second foreign language. This introduction is taught in addition to the L2 language. Learning a further language will give additional opportunities to build on children's literacy skills so that they develop a greater understanding of how language works. With the right approach, it will give children the confidence to learn other languages in the future. We believe that learning any additional language is good for cognitive development.

When children move from P7 to S1 in High School, we aim to provide continuity of a modern foreign language into S1. If you have a good reason for your child not learning a language in S1 (eg your child is a native Spanish speaker already) please discuss this with the High School modern languages leader.

Blended Learning

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. We are in an unprecedented time of change with our schools planning how their blended learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities. As we move into our new school year, you may be wondering what your child's learning may look like.

Blended Learning is a mix of face-to-face learning in school, outdoor and digital learning. This includes learning at home. These are blended together in a way that will ensure progress and enjoyment in learning for your child.

Blended learning in each school will include a balance of face to face learning, outdoor learning and digital learning. This will look different in each school. Schools will need time to develop their blended learning model that suits their context. Schools are required to do this within their own Working Time Agreements which are reviewed by the relevant Trade Unions. As children and young people return to school, staff will proportion their time between face to face in school teaching, outdoor and learning at home.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Learning Through Play

Research shows play-based learning has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work. We also set up regular pupil voice circles throughout the school year to enable children to discuss areas of their learning and school ethos that they care about. This process develops pupils' citizenship skills and opportunities and supports out school improvement processes.

Longer-term planning also takes place in a variety of forms.

We include children in reviewing their learning, planning next steps in learning and reporting their progress to parents. We consult our parents every 3 years about our curriculum and then spend the following 3 years making agreed changes to update our curriculum.

Information about how we manage pupil data in schools

Preston Street Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where

that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life. We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Preston Street Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Preston Street Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, Preston Street Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in

the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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 the ScotXed

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, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- 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 (2018). 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 use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. 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 of the Scottish Government, 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. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, 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.

Parental Requests for Class Lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

Diversity

Our school community is diverse. Some of our children live with 2 mums, 2 dads, 1 or 2 parent/carers etc. Our community includes over 30 languages spoken in the home and over 40 national identities/cultures. We have every major world religion represented amongst our families. We have members of our school community whose gender identity is not fixed or is in transition. Some members of our school community identify as LGBT. We are respectful, inclusive and supportive to all members of our community. If anyone wishes to discuss, in confidence, any aspect of diversity and how we can support this, please contact the head teacher. We will always listen to your views and do our best to improve our diversity practice.

Emergencies and Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents school from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

If children are at school

We will send a text message or email to parents informing them about any closure. It is very important that you keep our office staff up to date with any changes to your email address or mobile phone numbers.

If children are out of school

The city council will make announcements on Radio Forth (Forth 1 and Forth 2) and via the city council's Twitter account [www.twitter.com/Edinburgh_CC](https://twitter.com/Edinburgh_CC) and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential. More information on EAL support arrangements are available on the [EAL page of our school website](#).

Equalities

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and

excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Excursions

We value learning outside the classroom. We will take your child on a range of excursions around Edinburgh and Scotland. We ask you to pay for these excursions on Parent Pay (an online system) You also give permission using Parent Pay. If we do not have your permission, we cannot take your child. If you need financial assistance, please discuss this in confidence with the headteacher. Examples of excursions include

- Annual P7 week-long residential excursion at the start of P7 to get to know your new class and teacher for your final year in school. Children visit Benmore Outdoor centre in beautiful Argyll in south-west Scotland. www.benmorecentre.co.uk/ Cost approximately £320 per child.
- 3-day P5 residential to the [Dounan's Outdoor Centre](#)
- Cost approximately £180 per child.
- 7 Peaks Challenge
- Once or twice each term, there will be day excursions to museums, galleries and historical buildings in Edinburgh. Children learn about art, music, culture, language and history. Cost ranges from £0 to £5 per child.
- Occasional excursions to other parts of Scotland to visit historical or cultural sites. Cost approximately £10.

Please contact the Head Teacher in confidence to discuss financial help if this will be required. We will do everything we can to include every child in these important experiences. The Scottish Government provides schools with a Pupil Equity Fund which can be used to support children living in families with lower incomes or who currently have financial constraints.

Food in School and School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

In Scotland, all pupils from Primary 1 to Primary 3 receive school lunches. The menu options must be viewed and booked through the Parent Pay system (even though the meals are free).

Please inform the school about any allergies your child may have.
If you need any assistance with this, please ask at the office.

PLEASE NOTE: If you are in receipt of benefits, PLEASE still complete an application for FREE SCHOOL MEALS as the school receives £1600 per pupil from the Pupil Equity Fund and this money helps support targeted pupils.

It also helps us to identify children who will be entitled to a free place at our after-school clubs, families who may require support in paying for educational trips and school camp as well as being eligible for extra support through charities such as 'Cash for Kids'. This charity has supported our families at winter break by providing gifts for their children. If we know a family is entitled to free meals, it makes it easier for us to approach you and offer help with other educational expenses.

Packed Lunches

Preston Street Primary School promotes healthy eating, so we suggest a nutritional packed lunch. Please do not send in any glass bottles or sugary juice with your child's lunch. We would ask you avoid nuts in lunch boxes, as we have children with severe allergies. Please add your child's name and class to their lunch box.

Milk

All pupils can have a carton of milk during the school day. This can be ordered and paid for in advance through parent pay.



Playtime Snacks

As we are a healthy eating school, we ask you to support this by ensuring your child brings in a healthy snack.



Birthday Cakes

Please do not send in cakes or sweets to school for your child's birthday as we have many children with different allergies. Each class has a special way to mark and celebrate birthdays.

Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999

- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still not get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

Information on free school meals and clothing grants and how to apply is available on the website: <https://www.edinburgh.gov.uk/schoolgrants>

Gaelic Medium Education Foghlam Tro Mheadhan na Gàidhlig

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome. Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation.

Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this problem at an early stage. The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment is two applications of the treatment lotion, seven days apart. If this is not followed, then re-infection is likely. Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them. The NHS advises schools to contact parents in a class only when a significant outbreak of head lice takes place (more than 10% of children affected) Up to date [NHS Information can be found here.](#)

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

Healthcare in School - School Nursing Service

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)

- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Services provided:

Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhsllothian.scot/SchoolNursing>

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAAC (Care-experienced)** nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

Holidays and School Term dates

Term dates for the coming years can be found via [this link on the council website](#). reminders are also included in our [regular newsletters to parents](#).

Home Learning

In case of school closure or blended learning model:

- P1-3 pupils will access home learning via their class blog.
- P4-7 pupils will access home learning via MS Teams
- Devices may be provided for families that most require them.

Inclusion Statement by Council Executive Director

getting
it right
for every child

• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL

getting
it right
for every child

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



Alistair Gaw

Executive Director for Communities and Families

Medication in School

If your child requires any medication in school time, please contact the school to discuss your child's requirements and to complete a medication form. We are also able to administer non-prescribed medication, such as Calpol if an appropriate form is completed and the *medication is in its original container*. All forms are available from <https://www.edinburgh.gov.uk/information-professionals/health-care-planning/1>

No medicines should be kept in a pupil's school bag. If your child has an inhaler or EpiPen etc. a health care plan needs to be completed and these are kept securely in the office. It is parents' responsibility to ensure that all medication kept in school for your child is within its use-by date.

Mobile Phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into school, however the following limitations will apply in our school. Pupil mobile phones must be switched off on arrival at school and kept in pupil trays or the class teacher's desk unless requested to bring out as part of a lesson. Parents who need to reach their child during the school day should phone the school office.

Organisation of the School Day

Usual Times

	Mondays – Thursdays	Fridays
Start Time	08.45	08.45
Morning Break	TBC	
Lunch Time	TBC	
Afternoon Break	2.00-2.25 (P1-2 pupils only)	N/A
Finish Time	3.10pm	12.20
See your child's class blog for more specific information regarding assemblies and days for PE lessons.		

Temporary Staggered Start Timings (C-19)

Drop off and pick-up

Reminder of temporary times to allow for staggered start and finish:

Mon-Thurs

P1 and P2 8.55 start 2.50 finish
P3-6 3.10 finish 8.45 start 3.10 finish
P7 8.55 start 3.20 finish

Friday

P1 and P2	8.55 start 12 noon finish
P3-6	8.45 start 12.20 finish
P7	8.55 start 12.30 finish

NB if your child is in the P2/3 Class you need to know which *stage* you child is in as there are different start and finish times. Thank you for sticking to your allotted times. Do not arrive early or late as this creates congestion. Do not wait on the pavement outside school.

Outdoor Learning and Play

Children will be outdoors in all weathers to learn and to play. Please ensure your child has warm and waterproof clothes in school. We suggest families do not buy expensive clothes/shoes for school as these will become muddy from time to time.

Pupil Council & Pupil Decision-making Groups

Our school run regular pupil voice 'Circles' to discuss learning and teaching and our school community.

Other pupil decision-making groups usually include:

- Junior Road Safety Officers (JRSO's)
- Buddies for younger classes
- Pupil Voice Circles
- Young Leaders of Learning
- Reading Ambassadors
- Equalities Group
- Our World Group (Anti-Poverty)

These groups run when we have enough adult support to ensure they meet regularly and can action decisions made.

Parent Forum and Parent Council

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;

- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

Parent Council Details

Website: <https://pspsparentcouncil.wordpress.com/>
 Twitter: [@parentpsps](https://twitter.com/parentpsps)
 Email: PSPSParentCouncil@outlook.com

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Parent Pay online payment system

ParentPay offers a more convenient way to pay for school meals, milk, trips and much more online. The system also enables parents, including parents of children entitled to free school meals, to choose school meals online.

You will receive your unique ParentPay Account activation details and full step-by-step instructions on how to log in to the system. If you do not have an account, please ask at the school office for help setting this up.

We ask parents to no longer pay by cash or cheque, with the aim of making the school a cash-free environment.

You will have a secure online account, activated using a unique username and password; you will be prompted to change these, and to keep them safe and secure. If you have more than one child at our school, or children at another ParentPay school, you can create one single account login for all your children regardless of which school they attend.

Making a payment is straightforward and ParentPay holds a payment history for you to view at a later date; no card details are stored in any part of the system. Once you have activated your account you can make online payments straight away.

We hope you will support us in achieving our goal to become a cashless school. Your support in using ParentPay will help the school enormously, thank you.

If you have any difficulties in using the system please speak to the office staff who will offer you support.

Tackling Period Poverty/Free Sanitary Products

We provide free

- (a) Organic cotton tampons with applicator and without applicator
- (b) Bamboo and corn starch sanitary pads.

Sanitary products are stored in baskets in the accessible toilets on the 2nd floor P7. Please note these are freely available i.e. the girls do not have to ask for them- they help themselves. They are free. Girls can let office staff know if the sanitary products are running low. Extra stock is kept in the school office.

School Policies

Our website has [Documents and Policies page](#) where you can find further information.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out

more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools offer a high-quality educational experience and hope to work with parents and carers to support their children.

Please see the [Admissions Page on our school website](#) for further information.

Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk.

Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Include information about

- the arrangements in place to support pupils making transitions

- the role of parents, partners, pupils and school staff
- arrangements to support pupils with additional needs to make successful transitions.

Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Further information on school placing requests can be found on our website at:
http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and the city council. Every year the head teacher produces a school quality report and improvement plan (SQIP). These are available on the [school website](#).

Religious and Moral education

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

We are a non-denominational school. The Scottish curriculum includes religious & moral education. Children have a broad experience of religious and moral education in our school. We encourage all children to take part so that we can learn about and respect the religious and moral views of others. We see this as essential for life in the modern world. Children learn about

- Aspects of all major world religions
- Some people have no religion or faith
- Local religious communities and places of worship in Edinburgh

Schools in Scotland may also have 6 specifically Christian religious observances each year. These tend to focus on the major Christian festivals such as Christmas or civic events such as Remembrance Day. Our assemblies are not usually religious in content and we will focus at these assemblies on

- Celebrating children's personal successes in school
- Values and broad life skills for the modern world
- Reinforcing school expectations
- School news and events
- Global & environmental issues in the news.

We do not sing religious songs at assemblies. We use songs which reinforce our school values.

School Dress Code (Uniform)

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

We encourage all pupils at Preston Street Primary to wear school uniform. The uniform requirements are listed below:

Trousers, Skirts or Shorts

Navy, Grey or Black

Polo Shirts	Navy, White or Blue
Sweatshirts	Navy
Summer Dresses (optional)	Blue/White gingham
Hoody (P7s only)	Blue (bespoke pupil design each year)

Uniform without the school logo is available at affordable prices from many supermarkets.

School uniform with the Preston Street logo is available online via the following link:
<http://prestonstreet.imagescotland.com>

Prices

Polo Shirts (£7.80) Sweatshirts (£8.45) T-Shirts (£4.25) Fleeces (£13.10) and P7 Hoodies (£11.45).

Home delivery is £7.50

Pre-loved Uniform

The school has a pre-loved rail of uniform, where all items are available for free. Any uniform your child has outgrown can be donated to school and placed on this rail for others to use.

PE Kit

Plimsolls or indoor trainers, shorts or tracksuit trousers and a T-shirt are all required and should be kept in a gym bag. No football tops. Every class receives 2 hours of P.E. per week.

Name Tags and School Bags

Please ensure that all items are clearly marked with your child's name and class, especially sweatshirts and PE kit. Your child will need a strong waterproof school bag in which to carry belongings, snacks, pencil cases, etc.



A protective apron or an old shirt should be worn for art and craft activities.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

If you have any queries regarding what clothing is required for school, please contact the school office.

School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff, then please come to the school office where we shall be happy to arrange this for you.

Use of Social Media

We understand the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense.

Supervision

During school breaks

At breaks support staff supervise the children. The preferred ratio is 1 adult to 100 children. Children can access toilets and first aid from the playground. There is always access to the building and toilets, and the children are made aware of this.

Lunchtime

We have 3 overlapping lunch breaks so that we can cater all children. The lunch hall is supervised by pupil support assistants. There are usually between 2 and 4 staff on duty. As children finish lunch and start to move outside to play, the indoor/ outdoor staff ratio is adjusted.

Excursions

On excursions we will risk assess and decide on a suitable adult:pupil ratio. Usually we will have a minimum adult:pupil ratio of 1:15. This will increase for children who require more support or for excursions which carry more risk.

Swimming Lessons

Our children in P4 take swimming lessons at the Royal Commonwealth Pool. We walk to lessons each week. A qualified swimming teacher leads the lessons. Our own staff or parent volunteers stay with the children to support them.

Transitions

Moving from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. We will organise times for your child to visit our primary school with a known adult. There will be parent and child induction meetings and events before and after you start P1 in primary school.

Moving from our Primary school to another primary school

When your child leaves our school to join another public primary school within Scotland, your child's "SEEMIS" record will be electronically sent to the new school. "SEEMIS" is an information management system used by all 32 Scottish councils/ local governments. Your child's SEEMIS record contains information such as contact details provided by you, school attendance, pastoral notes, educational progress reports and notes about any additional support needs.

If your child is transferring to a school outwith the Scottish public school system, we will be able to send your child's "paper records" such as a copy of their school progress reports, attendance record etc. This should be requested by you from our school office. We cannot send this confidential information to your new school without your explicit, written permission (email or letter) Children are entitled to time out of school to visit a new school. This will be recorded as "at school elsewhere" on your child's attendance record.

Moving from primary school to secondary school

Most children transfer from P7 in our school to S1 in James Gillespie's High School. We have a program of events which run throughout P5-P7 to support your child during this time of transition. This includes visits to James Gillespie's High School, meetings with high school staff and opportunities to get together with our other "cluster schools" who will also be sending children to the high school. Parents will be given a chance to see round the secondary school and meet staff. Our children take part in various "transition projects" which start in primary school and continue into S1 in secondary school. Even if your child is not going to James Gillespie's High School, these transition events will help your child with the process of moving on to secondary education. There is a three-day visit to James Gillespie's High School in June each year. Children who will be transferring to other high schools should take part in those high schools' three-day transition visits in June. We make sure that your child's secondary school is made aware of any additional support they will need.

Please note that if you wish to make a specific request about your child's class placement this should be sent in writing (email or letter) to the secondary school.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section

in this handbook.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

James Gillespie's High School

The catchment secondary school for Preston Street Primary School is:

James Gillespie's High School

Lauderdale Street

Edinburgh

EH9 1DD

<http://jamesgillespies.co.uk/>

Telephone 0131 447 1900

admin@jamesgillespies.edin.sch.uk

Travel to and from School

We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

School Vision, Aims and Values

Our Vision

Preston Street Primary is a school where all children belong, achieve and develop confidence and creativity.

Our Aims

- To develop strong literacy and numeracy skills
- To recognize and manage our own health and wellbeing and develop positive relationships
- To use set-backs as learning opportunities
- To value, respect and promote diversity and fairness

Our Values

- Respect
- Responsibility
- Resilience

Volunteering

Our school benefits from many hours of volunteering each year. This helps us provide a rich experience for all of our children. If you would like to volunteer at school please contact the school office for your information pack and application form. Parents are also welcome to come into school on a “one off” basis to share their expertise or support a particular aspect of learning.

Websites

You may find the following websites useful.

<https://prestonstreetprimary.wordpress.com/> - our school website.

www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.

<https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.



<https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland

<https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.

Wet Weather Arrangements

In Scotland, children play outside in all weathers. This is an important part of school life. Please make sure your child comes to school with wet and cold weather clothing every day. Typical playground temperatures are winter lows of -5 to 0°C and summer highs of 15 to 20°C. In extreme weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Support staff and P7 pupils supervise and support play activities during wet breaks.

Parent Feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: Preston Street Primary

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

The information in this school handbook is considered to be correct at the time of publication (August 2020), however, it is possible that there may be some inaccuracy as the school year progresses.