

Roseburn Primary School Parent Handbook



Session 2017-18

City of Edinburgh Council

A Foreword from the Director of Children and Families

Session 2017-18

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2016 -17 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Alistair Gaw

Acting Executive Director of Communities and Families

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential

We believe that children and young people do best when:

- *they are able to live safely and happily within their own families with the right kind of support as needed*
- *they attend first class, inclusive schools and early years settings which meet their needs*

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.



A WARM WELCOME TO ROSEBURN SCHOOL

Dear Parents,

I would like to extend a very warm welcome to Roseburn Primary School. We pride ourselves on our caring and respectful ethos, our wide range of educational experiences and our very full extra-curricular programme of activities. We recognise that individuals, whether pupils, staff or parents, have a range of talents and these strengths contribute to making Roseburn an inclusive community committed to achievement.

It is important to us that our children develop both their personal and social skills in order to become more confident in their learning.

This handbook provides important information about Roseburn School which I hope you will find useful.

Please do not hesitate to telephone or visit the school if you need any help or information.

Yours sincerely

Mhari-Louise Teden
Head Teacher

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INTRODUCTION

Roseburn Primary School first opened its doors in 1894 when its near neighbour, the Murrayfield Rugby Stadium, was still a polo field. It has long been a centre point of the Roseburn community and is proud of its history. The school is part of the City of Edinburgh Council Children and Families Department and since it first opened it has welcomed boys and girls of all faiths and backgrounds.

The main school building is a traditional stone structure with four classrooms downstairs and five classrooms upstairs. It is fully adapted for disabled access to the ground floor and offers the very best of modern facilities throughout.

Two additional classrooms are housed in a unit in the playground and a self-contained Nursery sits to the side of the main building.

The school boasts a well-stocked modern library, a re-furnished gym, a computer suite with state of the art PCs; interactive whiteboards, computers and iPads in every classroom (with internet access and wifi); one general purpose room, lunch hall and dining room.

At present the school role is 252 and 55 Nursery children (June), ie. two nursery classes of 30 morning and 30 afternoon capacity and ten classes ranging from Primary 1 to Primary 7.

Occasionally, some of the classes at Roseburn are composite classes such as our present P1/2 class. This means that the class includes the oldest children of the younger stage and the youngest children of the older stage. Composite classes are common throughout Scotland and are formed when there are too few or too many children within an educational year to form complete, single year classes.

OUR VISION, AIMS AND VALUES FOR ROSEBURN

At Roseburn Primary we believe that children thrive in an environment in which they are happy, challenged and secure. Our aspirations for our children are summed up in our school motto, “Dream, Believe, Achieve”.

Roseburn Primary School provides a safe, nurturing and caring environment in which we aim for all pupils to achieve their full potential and to have the confidence and skills to meet the challenges of the future.

Our aim at Roseburn is to

- To promote achievement for all by providing a broad, deep progressive, challenging, personalised, coherent, relevant and enjoyable curriculum which enables all pupils to reach their potential.
- To foster skills, knowledge and positive attitudes which help children to become independent learners.
- To develop lifelong healthy and environmentally aware lifestyles.
- Provide a safe, stimulating and happy learning environment.
- To support and develop the skill of staff in order to provide an effective learning and teaching environment of the highest quality.
- To promote equality of opportunity for all and to celebrate diversity.
- To continue to foster positive and productive partnerships with pupils, parents, outside agencies and the wider community.

We have an extremely dedicated and supportive staff who work very hard to provide the best opportunities for all our pupils in a safe and happy school environment.

We very much value and appreciate the positive support of our parents and of the wider community and strive for an open and welcoming environment where we can work in partnership for the benefit of our children.

Underpinning all aspects of our policies and practices in school are the key values we uphold. These values are a key aspect to the ethos of our school.

- Respect
- Responsible
- Kindness
- Perseverance
- Ambition

WORKING TOGETHER

We also recognise the importance of a good working partnership between the school and the home in the education and social development of every child. Parents are welcome at any time to discuss progress or areas of concern and as a parent we very much welcome your support and participation in the life of the school.

We promote close relationships with the community and help children to understand our own culture and the culture of others. We have close links with Murrayfield Parish Church and through them, with Ghana where we have developed activities which aim to provide our pupils with educational experiences and understanding to enable them to be active, informed and responsible global citizens.

COME AND JOIN US

If you would like a place for your child at Roseburn (nursery or school), or would like to know more about the school, please visit us. Please contact Mrs Sutton, the School Administrator (Tel. 0131-337 6096), to arrange a meeting and a tour of the school.

Nursery

Your child's name can be placed on the Nursery waiting list any time after his or her second birthday. Please call at the school or telephone the Administrator for an application form.

Primary 1

If your child's fifth birthday falls between 1st March in any year and the last day of the following February he or she will probably be ready to start school in the autumn term in August. Please contact the school if you would like to discuss any concerns regarding your child starting school.

Enrolment

We begin enrolment in the November before the autumn term start date, ie. November 2016 for entry in August 2017. Please contact the school or watch the local press for details and dates. 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.

When a place is confirmed, you and your child will be invited to have a tour of the school, to transition events and to meet his or her Primary 1 teacher before the school breaks for the summer holidays. Nursery staff complete a transfer of information record for transfer to primary school.

In August, at the start of the new school year, Primary 1 children are admitted over the first two days of the term to help them settle in. Primary 1 pupils attend for the morning sessions only for the first week of term.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 28 February your name will be added to a waiting list.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

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.

STANDARDS, QUALITY and IMPROVEMENT PLAN

Every year the school publishes a Standards, Quality and Improvement Plan which highlights the school's major achievements and plans for the improvement of the school's performance. This can be found on the school website.

THE SCHOOL DAY

Nursery:

AM group

Monday to Friday 8.30am – 11.40am

PM group

Monday to Friday 12.20pm – 3.30pm

School:

Primary 1 and 2

Monday to Thursday 8.50am – 11.55am
1.00pm – 3.00pm

Friday 8.50am – 12.15pm

Primary 3 to 7

Monday to Thursday 8.50am – 12.15pm
1.00pm – 3.15pm

Friday 8.50am – 12.25pm

Agreed Term Dates for Session 2017-18

Autumn Term

- Monday 14 August 2017 - Staff resume (In-Service Day)
- Tuesday 15 August 2017 - Staff only (In-Service Day)
- Wednesday 16 August 2017 - Pupils return
- Monday 18 September 2017 - Schools closed, Autumn holiday
- Tuesday 19 September 2017 - All resume
- Friday 13 October 2017 - Mid-term, All break
- Monday 23 October 2017 - Staff resume (In-Service Day)
- Tuesday 24 October 2017 - Pupils resume
- Friday 22 December 2017 - Term ends

Spring Term

- Monday 8 January 2018 - Staff resume (In-Service Day)
- Tuesday 9 January 2018 - Pupils resume
- Friday 9 February 2018 - Mid Term All break
- Monday 19 February 2018 - All resume
- Thursday 29 March 2018 - Term ends

The Easter break incorporates the following two holidays:

- Friday 30 March 2018 - Good Friday
- Monday 2 April 2018 - Easter Monday

Summer Term

- Tuesday 17 April 2018 - All resume
- Monday 7 May 2018 - May Day, Schools closed
- Tuesday 8 May 2018 – Staff resume (In-Service Day)
- Wednesday 9 May 2018 - All resume
- Monday 21 May 2018 - Victoria Day - Schools closed
- Tuesday 22 May 2018 - All resume

- Friday 29 June 2018 - Term ends

The above timetable allows for staff and pupil attendance as follows

- Pupils - Term 1, 86 days; Term 2, 53 days; Term 3, 51 days; Total 190 day
- Staff - Term 1, 89 days; Term 2, 54 days; Term 3, 52 days; Total 195 day

MEET THE STAFF



Session 2017-2018

SENIOR MANAGEMENT TEAM

Mhari-Louise Teden	Head Teacher
Jacqui Gardner	Principal Teacher
Julie Simpson	Acting Principal Teacher
Nicki Swanston	Business Manager

TEACHING STAFF

P1	Julie Simpson	Acting PT
P1	Michael Cairney	Class Teacher
P2	Kelly Watt	Class Teacher
P2/3	Greta Marnitz	Class Teacher
P3	Nicola McCorkell	Class Teacher
P4M	Leigh Martin / Anna Millar	Class Teacher
P4F	Sue Fraser	Class Teacher
P5	Lindsey Birrell	Class Teacher
P6R	Elaine Reid	Class Teacher
P6M	Rachael McKay	Class Teacher
P7	Lauren Prentice	Class Teacher

Jan McColl	ASL Teacher
Gillian Denver (German/Art /Dance)	Class Teacher
Graeme Rae	PE Teacher

NURSERY

Amy Elliot	Nursery Teacher
Gail Macdonald	EY Practitioner
Julie Warnock	EY Practitioner
Patrice Elbahi	EY Practitioner
Heather Bingham	EY Practitioner

SET STAFF

Gillian Sutton	School Administrator
Eleanor McLean	Pupil Support Assistant
Dorothy Brown	Pupil Support Assistant
Lorraine Hussain	Pupil Support Assistant
Lynn Deane	Pupil Support Assistant
Ruhi Singhal	Pupil Support Assistant
Tim Parkinson	Pupil Support Assistant
Val Glasgow	Pupil Support Assistant
Belinda Dreze	Pupil Support Assistant
Mario Scappaticcio	SSO

Active Schools Co-ordinator:	Mr N Russell
School Chaplain:	Rev K Graham Murrayfield Church

Associated Primary Schools: Corstorphine, East Craigs, Fox Covert, Hillwood
Cluster High School: Craigmount High School

HOW DO WE TEACH? HOW DO OUR PUPILS LEARN?

We recognise that children differ widely in personality, ability, speed and style of learning. At Roseburn we ensure our teaching methods take account of these differences. Individual, group and class activities are planned to support every child as an individual.

This makes sure that your child will be successful at his or her own level, will be motivated to learn and therefore gain self esteem and confidence through a sense of achievement.

LEARNING IN CONTEXT

We give children as much first-hand experience as we can by planning visits into the local and wider environment. We use high quality teaching and learning resources; structured materials for practical activities and use ICT and software, interactive whiteboards, visualisers, iPads, the internet and reference books to motivate and support effective learning and teaching. We know that children learn more effectively when they learn collaboratively and in context.

We encourage children to work by themselves as well as in small groups, taking responsibility for and ownership of their work to develop good learning practices for life.

THE CURRICULUM

The curriculum followed in school follows the key principles of 'Curriculum for Excellence' which was developed in response to the National Debate on Education. Teaching and learning through the new curriculum will provide opportunities to develop key capacities in pupils to become:

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

The focus is on active learning approaches throughout the curriculum.

The curriculum is a carefully planned programme designed to achieve the right balance of basic skills, essential knowledge and informed attitudes for all 3-18 year olds.

Curriculum for Excellence also promotes interdisciplinary approaches to learning. The curriculum includes:

- literacy and English
- mathematics & numeracy
- religious and moral education
- health and well being
- expressive arts
- sciences
- social studies
- technologies

THE NURSERY

LEARNING THROUGH PLAY IN THE EARLY YEARS

The nursery is an integral part of the Early Years department (Nursery and Primary 1 within the school. In Roseburn Nursery, in common with most Authority nurseries, 'Curriculum for Excellence, Early Level' and 'The Child at the Centre' are followed. The key means of learning at this stage is through purposeful, active play where children are given the opportunity to take a lead in their own learning through investigating, exploring, developing skills and interacting with others.

The nursery class has 'areas', each with a different activity such as sand play, water play, painting area, baking area, 'house' or similar area, writing table, quiet corner and garden but while the children 'play' they learn. Outdoor learning is also promoted in the style of a 'Forest Schools' approach using both the nursery and school gardens and local areas of park land.

Every child in our nursery has an e-learning journal which records their progress and development. In a child's pre-school year, parents and nursery staff work together to draw up a pupil profile outlining the child's development. This profile is used as a basis for discussion at Parent Consultation Evenings.

Nursery children take part in activities with other children and staff in the Early Years. This includes joint 'Theme' days of learning and teaching. The nursery children make weekly use of the school facilities; the gym, library and with their Primary 6 'buddies', the computer suite. Throughout the week the nursery children make a number of visits to the school including joining our weekly assemblies.

A formal induction meeting is arranged for parents and children to visit the school in June and meet their Primary 1 teacher. An event is also organised for our pupils joining the school who have not attended nursery here, to meet their new class mates.

THE SCHOOL

ACTIVE LEARNING

In Primary 1 and 2 the classrooms are designed with a young child's need for movement, creativity and learning firmly in mind. Children are encouraged to 'choose' activities through structured active play and the activities available are carefully designed to allow for the teaching and development of language, number, motor and social skills. Active learning continues throughout the school. This means that pupils are part of the planning process, setting targets and evaluating their learning. This ownership of learning and teaching means that the pupils are engaged in their learning, ensuring positive outcomes.

LITERACY AND ENGLISH

This covers the skills necessary for communication: listening, talking, reading and writing. Children are encouraged to express their ideas and are given opportunities to develop this expression through speech and writing across the whole curriculum.

PHONICS

In Primary 1 and 2 we use a phonics programme as the starting point for reading and writing. We teach children the sounds and then build on this learning to help them read and write words based on the sounds taught.

READING

Reading is one of the most important skills required by children as they progress through education and life. The various skills of comprehension are developed to help your child cope with reading across the curriculum. Children are also encouraged to read for pleasure and enjoyment.

Once a child can read well, the higher reading skills like skimming text, reading a reference book for information and reviewing books become more important. At all times we try to show children that books are great fun and encourage them to be critical and selective in the reading. Through author visits, storytellers, school Book Fairs and visiting the annual Edinburgh Book Festival, children's interest in reading, as well as developing their knowledge of the process of writing, is encouraged.

WRITING

Children are encouraged to write freely and fluently to develop their language skills. From Primary 1 onwards, pupils are taught to develop skills in spelling, grammar and sentence construction. Throughout the school year, different styles of writing such as personal, functional and imaginative are introduced and developed. We often have parents helping in 'writing workshops' in the early years.

MATHEMATICS AND NUMERACY

Children learn 'Maths.' concepts gradually and the pace of learning is determined by the ability of the individual child. In any one class children may be working at different levels.

Mathematics includes work on mental arithmetic, number, money, measure, shape, position and movement as well as information handling and problem solving.

There is an emphasis on active learning with concrete materials and working with peers. Throughout the school, pupils take part in daily activities involving mental maths, learning different strategies and applying them to solve problems across the curriculum.

SCIENCES, SOCIAL STUDIES AND TECHNOLOGIES

ICT (INFORMATION AND COMMUNICATIONS TECHNOLOGY)

This area is now an integral part of the curriculum and ICT skills are seen as a tool to support the teaching and learning across all areas of the curriculum.

Each class has a laptop computer and the school has a computer suite, laptops and iPads for use across the school at all levels. Simple word processing is taught in Primary 1 and expanded as the children progress through school. Educational games and information handling also form part of the ICT curriculum from Nursery to Primary 7, supported by appropriate software. All classes are linked to the internet through Wi-Fi. Every classroom and the nursery have an interactive whiteboard to support and motivate learning across the curriculum.

SOCIAL STUDIES AND SCIENCES

Through these subjects, children gain knowledge and understanding of the world around them.

This begins in the early years with the children's known world, their families and their immediate surroundings. As they progress through the school their horizons are gradually widened and their knowledge extended and deepened. Their own world is then compared with other environments, past and present.

Children are frequently taken on outings related to their classroom work, including the zoo, outdoor centres, museums, theatres and art galleries.

RELIGIOUS AND MORAL EDUCATION

At Roseburn we believe that parents are responsible for the development of faith or beliefs of their child. In school, the major world religions are studied and compared. Pupils are encouraged to explore the natural world, relationships, moral values and ‘ultimate questions’. Assemblies are held weekly where we celebrate the success of our pupils. The minister from Murrayfield Church may address the pupils or individual classes present work on curricular topics.

Arrangements can be made in consultation with the Head Teacher for withdrawal of children from religious instruction and observance.

HEALTH AND WELLBEING

At all stages of the school we encourage healthy living and healthy choices for life. As with all schools, we are a health promoting school where these skills and informed attitudes are an integral part of all learning and activities. Each year we organise a range of learning opportunities where all pupils experience new health promoting activities as well as taking part in events such as ‘Walk to School Week’ and ‘Health Week’.

The beginnings of health and well being in education take place at the earliest possible stages, in the early years and in the home. Children are guided towards an awareness of the needs of others and they learn the importance of sharing, waiting their turn and co-operating with others.

Our school adopts the Getting It Right For Every Child (GIRFEC) 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 particular areas to improve outcomes for children.

Much of our health and wellbeing programme is covered through our City of Edinburgh ‘Creating Confident Kids’ programme. The need for care of the body, cleanliness, fresh air and exercise is taught, not only for the child’s own health but for that of the community as well.

Sex education, drugs awareness and personal safety programmes are introduced in the upper school closely following Local Authority and National guidelines. Parents are informed of the topics covered and may be invited to meetings with staff to discuss these and to answer any questions parents may have.

Where we have concerns about the possible abuse of pupils 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.

Physical Education can take the form of games, swimming, athletics and gymnastics. Through PE, we aim to give pupils an understanding of their body; to develop and apply skills, to design and create, work with others and develop fitness.

In June, the children take part in Sports Day in Roseburn Park, and there is also an Edinburgh inter-schools athletics competition (Interscholastics) to which the school often sends a team; two of many sports opportunities over the session.

Classes from Primaries 4 and 6 attend Dalry Swimming Pool for weekly swimming sessions throughout the year as part of the educational curriculum. A parent's rota is necessary to help teachers supervise the travelling and changing.

Our Active Sports Co-ordinator organises curriculum 'taster' sessions and after school clubs such as judo, dance, basketball and gymnastics.

EXPRESSIVE ARTS

The expressive arts include dance, music, drama and art & design.

ART & DESIGN

The art and design curriculum will involve pupils in investigating materials and media, expressing ideas and solutions and understanding, appreciating and sharing in the product of others. Pupils also study various artists and classes often visit local art galleries. Much of the excellent pupil's work which we are very proud of is showcased on the school website.

DRAMA

Within the primary school, drama is used as a teaching aid for many other subjects as well as an expressive art form in its own right. Children learn and have fun through drama thus promoting self-expression and self-confidence.

Each year every child is involved in a school performance. The youngest children entertain their parents with a Nativity and a 'Spring Show', we celebrate Harvest with a show for local senior citizens, Primaries 5 and 6 help us to remember the meaning of Christmas and Primary 7 reflect on their time with us in the leaving service before moving on to their high school.

MUSIC

Children are encouraged to enjoy and participate in all types of music making and music appreciation. Opportunities for this are given within general classroom work and through the various school productions which all pupils are involved in at some point during each school year.

Mr Sutherland teaches cello to some pupils from Primary 4 to Primary 7 who are selected following a short music assessment.

MODERN FOREIGN LANGUAGES

French is taught from Nursery to P7 following the 1+2 model. German is taught from Primary 5 to Primary 7.

ASSESSMENT AND REPORTING

A programme of assessment takes place at all stages across the school. Edinburgh's Baseline programme is used at the beginning of Primary 1 and pupils in Primaries 4 and 7 complete on-line testing in Literacy and Numeracy for the local authority. Screening programmes take place annually

for all pupils from Primary 1 to Primary 7 to measure progress in spelling, reading and mathematics. Children receive a comprehensive report of their progress to take home to their parents in June.

ADDITIONAL SUPPORT for LEARNING

Additional Support for Learning is available at Roseburn, assistance being given to more able children as well as to those with special educational needs or who may need extra help in certain subjects. The additional support for learning teacher provides individual or small group tuition and works in close co-operation with the SMT, class teachers, pupil support assistants and parents.

City of Edinburgh Council has a policy of inclusion. This is designed to promote the placement of some pupils with additional support needs into mainstream schools. 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. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

Placements are made following assessment by the local authority's specialist advisers, in consultation with parents. Roseburn's ground floor has been adapted to accommodate disabled pupils, with ramps at the front entrance, a handrail and a disabled toilet. Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 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, 0131 667 6633.

ENGLISH AS AN ADDITIONAL LANGUAGE

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skill.

HOMEWORK

Regular homework is set from an early age. The homework given out is appropriate to the age and stage of the child and related to the work completed in class. A homework policy has been drawn up through consultation with parents, pupils and staff. A copy of the policy can be found on the school website.

CONSULTATION EVENINGS

Parents are invited into school twice a year to discuss children's progress – in the autumn and spring terms. The first meeting is held to talk about how your child has settled into his or her new class. The second meeting is based on the progress of the pupils. An Open Curriculum Evening is also held. In addition, a pupil Learning Journey Jotter is sent home three times a year, prior to parent consultations. Final Progress Reports are sent out to parents in June each year. However, if you wish to speak to us about any aspect of your child's education or welfare at any point in the year, we will be very happy to discuss it with you.

PARENTS WORKING IN SCHOOL

We welcome parents who have specific talents to share with the children or who feel they would like to help in any way, eg. in the library, assisting pupils with class work, gardening and cooking. We also always need parents to help on class outings. The class teachers are always glad to know of

parents who are willing and available to help in any way. Please contact our Business Manager, Mrs N Swanston, for further details.

In line with City of Edinburgh Guidelines, references are taken up for parents and volunteers who help in school.

We very much appreciate the support and help of parents in enriching the curriculum for all of our pupils and so all volunteers are invited to a special celebration in June each year.

MOVING ON

Normally children transfer from primary to high school after seven years of primary education. Parents are informed of transfer arrangements by December of the pupil's last year in primary school. During the transfer from primary to secondary we do everything we can to maintain continuity in the education of each child.

Continuity in learning is key to successful transition. We work hard to make sure that communication between schools on individual pupils' abilities and achievements is detailed and effective. All pre-school Nursery children and Primary 7 pupils complete a personal statement (profile) of their abilities as part of the transition process.

Children from Roseburn will normally go on to attend Craigmount High School although this depends on home address. The Craigmount cluster primaries work closely with the High School to ensure progression and continuity of learning from primary to high school. Throughout the year, High School staff visit the primary school to meet with staff and pupils and Primary 7 pupils attend workshops and other activities at Craigmount. In the summer term, guidance staff from the high schools visit the primaries and relevant information is passed on to them. Primary 7 children take part in their Induction Days at the high school in June. They follow the timetable they will have in August and meet most of the staff who will teach them.

SCHOOL UNIFORM

Roseburn School colours are pink, white and brown. We encourage all of our pupils to wear uniform and believe that children should be proud to be part of Roseburn School. Physical education kit (black shorts, white t-shirt and gym shoes) will be needed and while it may be kept in the classroom or carried to and from school, it should not be worn under school uniform. **All clothing should be marked with the owner's name.** School sweatshirts, joggers, polo shirts, fleeces, hats, school bags and PE kits can be purchased on line.

Football strips and supporters' scarves should not be worn to school. Jewellery (particularly hoop earrings) should not be worn to school on PE days as this can on occasion cause accidents.

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 15,860
- income support
- jobseekers allowance[income-based]
- support under Par VI of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

STANDARDS OF BEHAVIOUR

Learning how to behave is part of the education process and this involves parents and teachers working together towards a common goal. We expect very high standards of behaviour but if any problems arise, school staff will contact parents. Parents are encouraged to come into school to discuss these concerns with the appropriate member of the teaching staff or the Head Teacher.

Parental co-operation in all aspects of behaviour is of the utmost importance. Any serious breaches of discipline such as bullying, reckless behaviour or vandalism are reported to the Head Teacher and dealt with by her in the first instance. A positive behaviour policy has been drawn up in consultation with pupils, staff and parents. This document can be found on the school website and should be discussed with your child at the start of each session.

Complaints and racist and discriminatory incidents

In line with City policy, complaints and racist and discriminatory incidents are taken extremely seriously and will be recorded and reported to the Council.

We hope that you will be completely satisfied with 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.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the 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 Headteacher. 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 still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- If you are still unhappy 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.

PREFECTS

Roseburn Primary has Primary 7 pupil Prefects. They have duties of responsibility in school and they are also on duty in the playground and in school during break times to give pupil support or to resolve any minor disputes which occur. They are supported by the playground and teaching staff at all times. We also have excellent examples of leadership in our House Captains.

SCHOOL VALUES AND STAR AWARDS

Star Awards are awarded to pupils throughout the year. These are awarded to pupils who have demonstrated our Roseburn Values of kindness, perseverance, respect, responsible and ambition.

Every month at the assembly, two or three children are nominated for awards by their class teacher as well as our Pupil Support Assistants. They receive certificates and their photos displayed in the school entrance hall.

The Head Teacher Award is a special award which is presented to an individual who has demonstrated exemplary behaviour which has been recognised by all members of staff.

All pupils are placed in one of our four Houses: Ravelston, Murrayfield, Belmont and Glendevon. Our children can earn House Points for their House and the winning House for each term is awarded a “treat”. All classes operate a reward system based on ‘Golden Time’. Pupils earn the right to have ‘Golden Time’ which operates after break on Fridays.

EQUALITY

The Council has published an Equality Scheme, which can be viewed on the council’s website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

PUPIL COUNCIL

In order to promote a positive ethos and allow children to be consulted in matters which concern them, we have a Pupil Council with representatives from each class. The main aim of the Pupil Forum is to be a close link with the pupils and be a voice to let Management and staff know about ideas they have to improve the school. The pupil council in Roseburn meets every fortnight and is led by upper school pupils. Each class receives feedback on the issues raised and discussed at each meeting. .

THE PLAYGROUND

Within the playground, a garden and a wildlife area have been created. This is supported by our ECO greenhouse. Trees have been planted and planters have been placed around the school building. This is not only to create a more pleasant environment but is part of the environmental curriculum. Everyone in the school participates in their upkeep. Picnic-style benches and a large seating area have also been placed in the playground to provide break and lunchtime seating.

We encourage traditional playground activities and the playground has been marked out, with the children’s help, for various games. The school has received grants from the Council’s ‘Grounds for Awareness’ programme and this has been used to improve the outdoor facilities in both the infant and upper school playgrounds. A grant received through the ‘Creating Confidence’ programme enabled us to build our lovely outdoor classroom. As an Eco- school, we pride ourselves in helping to maintain our local environment as eco-friendly and are proud to have gained our 3rd Green Flag.

We have also built a climbing wall for pupils and have installed climbing frames in the school playground and in the Nursery garden.

LUNCHES

School lunches, both hot and cold, are available every school day. Menu forms are available from the school office, these should be returned along with payment the **Wednesday** before the start of each new week. Children who stay in school for lunch are not permitted to leave school during the lunch break. Children who go home for lunch must be signed back into school on their return. A sign-out sheet is situated in the Administrator’s office.

BIRTHDAYS

Because of pupil allergies, we ask that parents don't send cakes, sweets, etc. on a child's birthday as each class celebrates these occasions in its own way.

SCHOOL RECORDS

School records of home addresses, places of work, emergency contacts, telephone numbers, etc. **must** be kept up-to-date and the school should be notified immediately of any change. This confidential information is vital in case of illness or accidents in the school. **The importance of keeping these records up to date cannot be overstated.** If an emergency does arise, or if a child feels very poorly, it is crucial that time is not wasted in trying to track down parents who may be needed urgently. This delay can be extremely distressing for the pupil concerned.

EMERGENCIES

In the event of a major emergency such as fire, structural damage or a heating failure, it may be necessary to evacuate the school. In this event, children will be sent home if we know there are parents present. There is a parent texting system to contact parents by phone if such an emergency arises. Please make sure the school has your most up to date contact information. Otherwise, the children will be looked after in a safe place until parents can be contacted.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.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.

ATTENDANCE

As a parent you are legally responsible for making sure that your child attends school regularly. If a child does not attend school regularly, the Head Teacher will approach the family in the first instance to discuss the problem but if the problem persists then the school may ask the Education Welfare Officer to become involved.

ABSENCES

If your child is absent from school through ill-health please contact the school before 8.30am to let the school Administrator know. If no contact has been made then the school will phone home to find out the reason for absence. A letter should also be brought by the child when he or she returns to school or a phone call made to the school Administrator. Requests for leave of absence such as dental appointments or holidays should be sent to the Class Teacher.

If a child is leaving school early, it is essential for safety reasons that he or she is collected from the school office by the parent.

HOLIDAYS

The local authority does not allow holidays to be taken during term time, unless in exceptional circumstances as pupils will miss valuable teaching time. If you need to request a holiday during term time, please write to the Headteacher who will decide if it is authorised or unauthorised, depending on the reason and number of days holiday requested.

Requests for holidays of more than two weeks cannot be authorised by the Headteacher and will need to be put in writing to Council Headquarters to be authorised by the Director of the Children and Families Department.

GETTING TO SCHOOL ON TIME

It is important that your child arrives at school for the start of the school day. Children who are late often become distressed and may miss valuable teaching time. A welfare officer will be referred to for persistent offenders.

If parents know they are going to be late collecting their child, please inform the school as soon as possible. Any pupils not collected will wait at the school office until an adult arrives.

MEDICAL CARE

If your child falls ill or is injured during play, we may contact you to make you aware of the accident and if it is felt appropriate, we will ask you to collect him or her from the school. If you cannot be contacted and the Head Teacher considers the case to be serious, your child will be taken straight to the Royal Hospital for Sick Children.

If your child has received First Aid at school he/she will be given a letter detailing what happened.

Health Care Plans

If your child uses an inhaler or needs to take drugs regularly in school please let us know and we will issue you with a Health Care Plan form. This details the procedure and use of such medication within school time and it must be completed by parents and discussed with school staff.

Please **do not** send a child who is unwell and requires medication to school. Council guidelines mean that we are unable to dispense antibiotics on a short term basis.

Roseburn, like most Edinburgh schools, has no member of staff with specific training in medical matters although the Head Teacher, all of our Pupil Support Assistants and Early Years Practitioners have qualifications in First Aid. Where medication is necessary, parents should try, if at all possible, to administer it outwith school hours or else come into school to administer the medication themselves.

MEDICAL RECORDS

Medical records are kept under the charge of the school nurse and on transfer from our primary school, medical notes are sent to the appropriate school.

HEALTH AND SAFETY

Within the general policy laid down by City of Edinburgh Council, the Children and Families Department has prepared a series of statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act, 1974. 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 in promoting good practice in health and safety matters is of great importance to the school.

FIRE DRILLS

Regular fire drills take place during the session in compliance with Council Guidelines and weekly fire alarm testing takes place on a Thursday morning. Parents helping in school will be made aware of the relevant procedures.

WET WEATHER

Parents are requested to bring their child to school as near to 8.50am as possible on wet days. Pupils will be allowed into the school building just before the bell on very wet days. If it is particularly wet or snowy, appropriate footwear should be worn to school and a change of shoes, e.g. gym shoes should be available to change in to. Although children remain inside over break and lunch time if it is raining heavily, please make sure that children are suitably clad for the weather as it is important for pupils to get fresh air every day.

PLAYGROUND SUPERVISION

When pupils are at school the responsibility for their safety rests with the Local Authority and the Head Teacher and staff undertake this responsibility on its behalf. Playground supervisors have been appointed to look after the children during the break and lunch periods. If an accident should occur they will report to a promoted member of staff for appropriate action to be taken.

CROSSING GUIDES

Crossing guides are on duty at most of the major road crossings near the school as children arrive in the morning and go home in the afternoon. Please insist that your child uses them. The roads around the school are especially busy and dangerous during these times.

PARKING

Please do not park or double park in the restricted yellow zig-zag areas around the school.

They are there for the safety of your child. Outwith these areas, please park sensibly. A short walk is much preferable to a child being knocked down crossing between double parked cars. Please also respect our neighbours in the community and park thoughtfully.

Cycling

At Roseburn we aim to encourage safe cycling and staff and parent volunteers have provided 'Bikeability' cycle training for older children. Cycle racks are available for children wishing to cycle to and from school.

OUTINGS

Before any outing you will receive a consent form. It is Council policy not to take children on outings unless a signed consent form has been returned. We also require parent volunteers for each outing to take place.

ROSEBURN PARK

We are fortunate in having Roseburn Park so near to the school. We use it frequently throughout the year for sports and games and also for various environmental projects.

THE ROSEBURN PARENT PARTNERSHIP (Parent Council)

The Parent Partnership is a means of communication between parents, staff and the local community.

Roseburn Parent Partnership consists of parent representatives from each class including the nursery, co-opted members from the local community and one staff member. The Head Teacher acts as an advisor and our local Councillor attends meetings regularly. Please see website for details of membership.

THE PARENT-TEACHER ASSOCIATION

Roseburn School has a very active PTA which provides a link and means of communication between home and school. The organised events include social and educational meetings and fundraising activities such as the Spring Fair, ceilidhs, wine and cheese evenings, pupil parties and discos. One of the main aims is to raise funds for the school and each session the PTA raises several thousand pounds. This money is used to provide additional resources and funds for the school.

Membership is free and open to all parents with children in the school and a warm welcome is extended to everyone who attends meetings and events.

OTHER USEFUL INFORMATION

AFTER SCHOOL AND BREAKFAST CLUB

An After School and Breakfast Club, run by a management committee of parents in conjunction with an outside provider, operates in the school. The After School Club operates on Mon-Thurs from 3.00pm – 5.30pm and on a Friday from 12.15pm – 5.30pm. Full sessions and short sessions are available every day (a short session is 3.00pm – 3.15pm, Mon-Thurs and 12.15pm – 12.25pm on a Friday. Children attending the After School Club enjoy regular outings on Friday afternoons. Further information can be obtained from the school office.

EXTRA-CURRICULAR ACTIVITIES

Roseburn School offers many opportunities for lunchtime and after school clubs such as chess, choir, gymnastics, netball, basketball, judo, drama and highland dancing. If you would like any information on these activities, please contact the school office for further details.

FOOTBALL

The school is extremely lucky to have football available for all ages and abilities, organised by enthusiastic parents who have been on SFA coaching courses. The children are grouped according to age. Practice sessions begin on the first Saturday of the Autumn Term at Roseburn Park and run throughout the year. Please contact the school office for more details.

TRANSFERRING EDUCATIONAL DATA about PUPILS

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school handbook.

Education authorities and the Scottish Government have 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 (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the 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.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- 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.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - 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.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.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
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities

Information about how we manage pupil data at Roseburn Primary School

Roseburn 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 Roseburn 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.

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 Roseburn 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, Roseburn 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.