



Rosewell Primary School And Early Years Centre



Handbook

2020- 2021



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MIDLOTHIAN COUNCIL
Department of Education



Head Teacher
Shona Richardson

Dear Parent/Carer

I am delighted to welcome you and your child to Rosewell Primary School and hope that this is the start of a long and happy association with you both. I hope that your child feels happy and secure at Rosewell Primary School and their time spent here will provide the kind of experiences and opportunities that will enable them to become confident and successful life-long learners.

We at Rosewell Primary School value that you, as parents, play an important role in the all-round development of your child. Along with all the staff at Rosewell Primary School, we aim to support this by working to build a strong, co-operative partnership with you from the very start. Our school is a happy school with a strong, caring ethos that is very much at the heart of the community.

This handbook is provided to familiarise parents and carers with our aims, our method and organisation so that home and school can combine to foster the all-round development of children in our school. Whilst it is hoped that the handbook is informative, if you wish to get a true impression of the school and its facilities, please feel free to arrange a visit. You will be more than welcome.

Finally, please do not hesitate to contact me should you have any further questions or queries.

Yours sincerely

Shona Richardson

Shona Richardson
Head Teacher

SECTION 1 - GENERAL INFORMATION

ABOUT OUR SCHOOL



Rosewell Primary is a school run by Midlothian Council Education Department. It is a co-educational school that caters for pupils from P1-P7 (i.e. 5-12 years approx.)

There is a Nursery class attached to the school for children aged 3 years and over. We currently offer full-time places as well as morning and afternoon sessions for up to 44 children. Please

note that enrolment in the Nursery does not guarantee a place in Primary 1. Our Nursery booklet, which is available on our website, contains further detailed information including the admission policy. A further booklet is also available to parents of children entering Primary 1 at the beginning of each new session.

Our accommodation mixes the old with the new. In 1925, the school was rebuilt and enlarged. In 1960 three classrooms, with magnificent views over fields and trees, were added and in 2014, the school was developed further. A new early years' extension was added together with renovations to our nursery and school office. Along with our classrooms there is a library, general purpose room, separate gym hall and dinner hall. Our infant classes also have access to a large atrium space. As well as a playground, the children are fortunate in having extensive grassy, open areas for play and exploration.

In August 2020 we will have six classes which means that some of these will be composited. I would like to make parents aware that changes in the composition of classes do occur depending on the falling or rising of the school roll.

Children leaving the school after Primary 7 may transfer to Lasswade High School or ask for an out of catchment place at a High School of choice.



Our new extension viewed from the grounds at rear of school

THE SCHOOL DAY

As of August 2020 the school day for all pupils will be organised as follows:-

Days		Times
Monday - Thursday	Morning	8.50 - 10:30am
	Break	10.30 - 10:45am
	2nd Session	10.45 - 12:30pm
	Lunch	12.30 - 1:15pm
	3rd Session	1:15pm - 3.15pm
Friday	School closes at 12.25pm with no afternoon session	

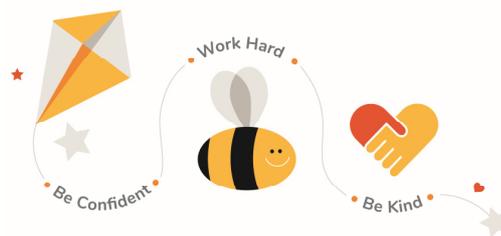
SCHOOL VISION AND VALUES

During the session 2018-2019 pupils, parents/carers and staff were involved in a review of our school vision and values. We are proud to present our new vision and values:

Learning Together for a Better Future

We aim to give children the best learning experiences we possibly can in order for children to reach their full potential. Our school vision is 'Learning together for a better future' which reflects our vision of the community taking responsibility and being involved in the children's learning.

Our school values are :



We aim to use our vision and values as a foundation for developing a school that is focused on equity and excellence by:

- providing breadth, balance and progression across a broad and balanced curriculum
- providing knowledge and skills in Literacy, Numeracy and Health and Wellbeing
- meeting the needs of all pupils and encourage each child to realise their full potential
- planning learning opportunities which provide children with skills for learning, life and work
- supporting each child's emotional and physical wellbeing within a positive , caring environment
- encouraging a positive ethos within the school where individuality is recognised and valued and all children have a voice
- working together with parents and local community
- encouraging pupils and staff to have high expectations and ambition

ENROLMENT

Enrolment for Primary 1 takes place in November. In November each year, the Authority contacts parents of children living in the catchment area, due to commence school in the following August. Any child who is five years old between 1st March and the last day of February the following year may be enrolled in the Primary 1 intake class in August.

Enrolment dates are also posted in the school, nursery, local shops and local press. When you come to enrol it is important to bring your child's birth certificate with you.

Parents/carers who wish to enrol their child in another school outwith the catchment area must first enrol at Rosewell and make a placing request for the school they would like their child to attend. Similarly, placing request forms for pupils living outwith our catchment area can be obtained from the school office.

In the summer term, children will have the opportunity to take part in activities in our transition programme to become familiar with staff, the school environment and their new classmates. We also have an information evening for parents at this time as well.

If your child has any kind of additional support needs, you should discuss these at enrolment in order to ensure that staff can provide appropriate support for your child.

SECONDARY SCHOOL TRANSITION

The Secondary school for our catchment area is:

<p>Lasswade High School Centre Eskdale Drive BONNYRIGG EH19 2LA Tel: 0131 663 7171 Email: Lasswade.hs@midlothian.gov.uk</p> <p>Head teacher: Mr Campbell Hornell</p>

There is an excellent transition programme to prepare our pupils for starting High School. This starts early in P7 with class visits, parents information sessions and visits to the school. This preparation continues throughout the P7 year. We also look for opportunities to link with as many of the other feeder schools as possible to provide planned opportunities for P7 pupils to meet and work with one another.

ATTENDANCE

It is important that all children attend school regularly. The legal requirements of school attendance are as follows:-

You are responsible for ensuring that your child attends school regularly. In cases of unsatisfactory attendance, consultation with Children and Families department and other agencies is sought. In some cases these are referred to the local Area Attendance Advisory Group. This group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents. Children 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.

So that we can ensure your child's safety, if they are going to be absent due to illness, please inform school by telephone as soon as is practical. **Parents/carers will be contacted by the school by 10.30am at the latest if their child has not appeared at school as expected and no phone call has been received.** If no response is received by the school, we will follow this up by telephone contact. We will only contact you on the first day of a child's absence. Please note that it is your responsibility as a parent/carer to notify the school on the day when your child resumes.

Parents/carers also have a responsibility to ensure that the contact information held by the school is accurate and up to date.

Please note that in the situation where a child does not turn up for school, no phone call has been made by a parent/carer and we are unable to make contact with you then no further action can be taken by us to establish the whereabouts of your child.

We seek your continued support in operating this policy to ensure that all of our children are safe and their whereabouts known.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and impacts on learning. School should be notified in advance of any absence for family reasons. Some absences can be approved in certain extreme circumstances, for example, in traumatic domestic circumstances or if work commitments make a family holiday impossible during school holiday times. Normally your employer will need to provide evidence of your work commitments. Any requests for absence over two weeks will be referred to a senior education manager who will decide if it will be recorded as authorised or unauthorised.

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

SCHOOL UNIFORM

At Rosewell we strongly encourage the wearing of our school uniform for a variety of reasons and parents are asked to co-operate with us in this respect.

The wearing of school uniform helps to build up a sense of identity, pride and belonging within the school. It helps to distinguish between work and play. It also helps to cut down on individual differences between children and may help to reduce the sort of bullying brought about by the children not wearing current designer labels or peer pressure to buy expensive brands.

A schools' reputation can also be enhanced in the local community by the wearing of school uniform. We are often complimented by people who observe class behaviour on outside visits on the smart appearance and good behaviour of our pupils.

Our school uniform is simple, inexpensive and easily maintained and can be ordered online at www.beschoolwear.co.uk or similar bought from major supermarket chains.

Yes Please ✓	No Thank You X
Blue sweatshirt (with or without school logo) P7 red sweatshirt or cardigan White or pale blue polo top White blouse or shirt Grey or blue cardigan Black/ grey trousers or shorts Black/ grey skirt or pinafore Checked summer dress – blue Plain tights – black/grey White/black or grey plain socks Indoor shoes should be plain black/white Black outdoor footwear (ideally not neon trainers) Simple hair accessories	Hooded sweatshirts Sporting joggers or football tops Large hair accessories or large bows Make- Up Nail varnish (for safety reasons acrylic nails in particular should not be worn to school) Brightly coloured training shoes No jewellery other than small ear studs.
PE Kit Gym shoes black or white Black/grey shorts White or house colour t-shirt Long hair tied back Small ear studs covered with tape Separate gym bag	As above

All clothing should be clearly named and all children should be able to locate where their names are on their clothes!

The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. If you are in receipt of Income Support, Income Based Job Seeker's Allowance or Child Tax Credit only (within the limit of an annual income up to £16,105) you will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family.

Further information and an application form can be obtained from the School Office or from Free Meal and Clothing Section, Midlothian Council Education and Communities Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

SCHOOL MEALS AND MILK

Menus offer high quality and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/carers and catering services.

School meal prices are reviewed annually. Please contact the school to be advised of the current price. For current menus visit www.midlothian.gov.uk/info/855/catering. Pupils bringing a packed lunch from home will be accommodated and supervised in the dining hall.

All P1-3 pupils are entitled to free school meals. Some families with P4-7 pupils may be eligible for free school meals. Application forms are available from the school office. An application is required for every school session.

School milk is offered to all children in school. The cost varies but at present is 16p per day and this is paid on a termly/yearly basis. Details will be sent out at the appropriate time. All children in nursery classes are entitled to free milk, school-aged children are entitled to free milk if you are in receipt of Income Support, Income-based Jobseeker's Allowance or Child Tax Credit (with an annual income of below £16,105).

Children who do not take milk may bring water to school in an appropriate bottle. Please note fizzy drink and squashes are not permitted.

School lunches and milk can now be ordered and paid for on-line using ParentPay. Link to ParentPay login page:

<https://www.parentpay.com/parents/>

ParentPay Online Support:

<https://www.parentpay.com/FormsAPI/forms/contactus>

TRANSPORT

The current policy of the Authority is to pay travelling expenses of those pupils attending the district school from within its catchment area who live more than two miles from that school. Should you choose to send your child to a school other than the district school, you will not receive assistance in relation to travel to and from school.

CAR PARKING

Parents are asked to park cars clear of the school gates and not to park on the yellow zig zag lines at the front of the school. We have a school crossing patrol situated outside of the main gate and, to ensure safe crossing for all children, his view of the main road should not be impeded by parked cars.

CYCLING

We encourage children to cycle to school and provide places for them to park bikes and scooters. Children in P6 all participate in Bikeability and learn about cycling safety. However, we realise that many of our younger pupils also cycle and scoot to school therefore we encourage everyone to wear helmets and to take care when crossing main roads. We invite the local community police officers and cycling champions into school on a regular basis to speak to the children about safety and cycling.

MOBILE PHONES

We recognise the benefits of mobile phones. Many young people regard them as essential means of communication. Mobile phones may be brought into school but should remain in children's school bag and be switched off. They should not be used on school premises at any time including in the playground. Please note that the school does not take any responsibility for the loss of mobile phones that are brought into school.

AFTER SCHOOL CLUBS AND BREAKFAST CLUB

Both these services are provided by Loanhead After School Care. They can be contacted on: 0131 448 0103

SECTION 2 - LEARNING AND TEACHING

"Learning is at the heart of an excellent school. Learning is its core business"

(How Good Is Our School)

THE CURRICULUM

This section describes how the curriculum is planned and delivered in our school including the range of subjects your child will be learning. It also includes information on how pupils develop skills for learning, life and work including, literacy, numeracy, health and well-being in and out of the classroom.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their ability and level. Curriculum for Excellence develops skills for learning; life and work by bringing real life into the classroom, making learning relevant and helping young people apply lessons in life beyond the classroom. It links knowledge in one subject area to another, helping make connections in their learning. It develops skills which enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Teachers plan learning and teaching activities to support the wide range and diverse needs of the learners in their classes.

At Rosewell Primary, learning takes place through a wide range of activities and experiences across all curricular areas. Teachers plan for children to enjoy and be active in their learning, to be challenged and to have opportunities to be creative. Partnership with parents is very important to us and at the start of the session parents are invited to a curriculum evening with their child's class teacher to find how best to support their child throughout the year.

The curriculum is organised into 8 areas:

- Health and Well Being
- Literacy and Languages
- Mathematics
- Sciences
- Social Studies
- Expressive Arts
- Technologies
- Religious and Moral Education

At Rosewell we aim to encourage and support all our learners to achieve their potential in the widest sense. As well as recognising and celebrating achievement in curricular areas, we celebrate and share achievements on a personal and social level both within and outwith the school

Rosewell Primary School involves pupils in their own learning and development. An effective way of ensuring pupil involvement is through Personal Target Setting and shared learning intentions and identifying next steps in learning. This information is collated in children's learning profiles that are shared with parents/carers on a regular basis.

EXTRA CURRICULAR ACTIVITIES

Over the year, children will be given the opportunity to take part in a variety of school activities, e.g. football, judo, gymnastics, rugby, cricket, swimming. Our Active Schools Co-ordinator works closely with the school to provide an interesting programme of activities.

In addition to in-school activities, classes also make regular educational visits and field studies. These are linked to pupils' class work.

RELIGIOUS AND MORAL EDUCATION

There is a statutory requirement to provide religious education and religious observance.

We aim to encourage an understanding of the beliefs and values of the major world religions and encourage children to value and respect the views of others.

Our school Chaplain, Lorna Souter will visit school and lead assemblies at key points in the year.

Parents, however, have a statutory right to withdraw their children from Religious and Moral Education and from religious observance. Parents' wishes will always be respected and alternative arrangements made for their children.

HOMEWORK

Rationale

Home Learning is important and valued at Rosewell Primary School as it:

- Encourages children to practice what they have learned at school
- Allows a parent to find out what their child is doing at school and get involved in their learning
- Fosters two way communication and partnership between home and school
- Encourages a child to work independently and understand how this skill will be important in the future
- Helps a child take more responsibility for their learning and organise and manage their time
- Encourages a child to investigate on their own, learn how to find answers to questions and show that the teacher does not have the answer to everything

Home Learning is:

- Linked to learning and teaching in class
- Designed to consolidate concepts covered in class
- Purposeful
- Tailored where appropriate to meet individual needs, e.g. for children receiving Additional Support for Learning
- Active and engaging
- Where possible and appropriate, organised to allow a degree of personalisation and choice

How and when is homework given out?

- Usually tasks are given for completion Tuesday to Monday to allow families flexibility for completion but this will be responsive to learners' needs and the type of task
- Generally, home learning is not given at the weekend or during the holidays, however, some extended pieces, for example those related to project work, may be carried out over a two week period or more, the class teacher will detail this
- Children are encouraged to pace their homework to fit in with other family activities through the week
- The school year is organised into four terms. To allow for transitions, preparation, settling in and assessments, homework will usually not be given in the first and last weeks of a term

What tasks should my child receive?

Following feedback, class teachers will detail home learning activities planned over the course of a term. These will be identified to support and enhance the learning experience and will include the following

- Tasks related to class project work
- Personal learning giving children choice in what to research and find out more about
- Practice in Maths & Numeracy
- Practice in aspects of Literacy including spelling, grammar, vocabulary and writing
- Reading with or to an adult
- Children will have a mandatory "must do" task each week which will be from a variety of curricular areas. Spelling words will also be given out weekly for revision at home and again children can choose how they learn these. There will also be additional tasks linked to literacy and numeracy. These activities will be given out in a grid form every 4/6 weeks and children will choose at least 4 of these to be completed.

How long should home learning take?

Home learning is planned so that it impacts as little as possible on other family activities or cause the children undue stress. From our feedback this is something that concerns a number of our children. Parents know their children best and can judge when the best time to complete tasks is and when it may be better to leave it until another day.

At different stages, expectation for the amount of home learning in a week will vary and the amount of time it takes to complete will always be dependent on the child and are not prescriptive. These demands and expectations will increase as the children move through the school. However, as a guide:

- Primary 1 and 2 - 45 minutes to 1 hour per week
- Primary 3 to 5 – one hour spread through the week
- Primary 6 and 7 demands on homework may increase in preparation for High School but as a guide will take no longer than 1 ½ hours spread through the week

In addition, reading should also be part of home learning and the following guidance applied to children across the school. At all stages children will have the opportunity to take home a book and share in addition to any formal group reading text.

- Primary 1- Primary 2 - 10 minutes reading or being read to each night
- Primary 3-4 - 10 – 15 minutes reading each night or being read to each night
- Primary 5-7 between 20-30 minutes reading each night

Expectations

Teachers will:

- Give every child a folder to carry their homework to and from school
- Give clear explanations for children and parents as to what is expected from the task
- Ensure tasks are differentiated appropriately to meet pupil needs
- Ensure tasks are relevant, engaging and where appropriate include some level of personalisation and choice
- Ensure timings are clear as to when homework is due to be handed in
- Always help explain any questions about home learning in a meaningful way e.g. written comment, oral feedback between learner and the teacher, class/group discussion in class, self/peer assessment of the task or through displaying learning
- Mark and give clear feedback to children on home learning tasks and identify next steps where appropriate when handed in on time

Children will:

- Take home learning home and bring back on time
- Record home learning tasks in their homework diaries. In the early years this will be detailed by the class teacher but as children progress they will be responsible for writing home learning in their diaries
- Complete tasks to the best of their ability, understanding, expectations and relevance
- Value home learning
- Share and talk about their learning through home tasks
- Be proud of their achievements

Parents will:

- Support and encourage their child to complete home learning tasks
- Discuss homework with their child
- Ensure a reasonable standard of presentation of work based on agreed expectations
- Support staff by valuing their child's efforts
- Extend home learning where possible
- Sign the homework jotter/homework diary (all stages)

ASSESSMENT, RECORDING AND REPORTING ON PUPIL PROGRESS

Assessment is a continuous process through your child's time at school enabling next steps in learning to be identified and shaped.

New learning takes account of what children already know, understand and can do.

Teachers and children discuss what they are going to learn and how they will know they have been successful.

Class Teachers monitor learning on a daily basis in order to plan next steps in learning. At times, more formal assessments enable us to measure and reflect on progress over a period of time. This includes:

- Scottish National Standardised Assessments in Primary 1, 4 and 7
- Standardised tests in spelling in Primaries 2 – 7
- Standardised tests in reading and maths in Primaries 3 – 7
- Diagnostic tests as appropriate.

Parents Consultation Evenings take place two times a year, involving your child in this process and in May/June there is an opportunity for parents/carers to come into school to view Learning Profiles which demonstrate your child's learning journey throughout the session. There will be no formal written report in the final term. All the relevant information on your child's progress throughout the session will be contained in their Learning Profile.

At transition points, i.e. nursery to P1 and P7 to S1, pupil profiles are shared to ensure continuity and progression in learning. This sharing of information is also part of our class transition at the end of each session.

Parents are encouraged to contact school at any time with any questions / concerns about their child's learning.

SUPPORT FOR PUPILS

Rosewell Primary is an inclusive school and has a wide range of staff expertise and resources to support children with diverse special educational needs.

Midlothian's Policy "Education for All" is a guide for parents, carers and young people and is available from school.

We work together with a number of partner agencies to address children's needs, i.e. Health Services, Educational Psychology, Behaviour Support, Speech and Language Therapy, Occupational Therapy and the Child and Adolescent Mental Health Service. Parents are always consulted before any referral is made.

Our Support for Learning Teacher and Learning Assistants, work as a team to support Class Teachers to meet the additional support needs of pupils.

Additional Support Needs are identified and assessed using Midlothian's Assessment and Planning Staged Systems (MAPSS)

We value the active involvement of children and their parents/carers with the Additional Support process. Parents and children are part of the consultation process in producing Individual Education Programmes (IEPs) and Co-ordinated Support Plans.

Parents may request additional assessment by contacting the school in the first instance and a request can also be made in writing to the ASN Officer (asnofficer@midlothian.gov.uk), Education and Communities Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG.

All information is available in alternative formats and in community languages from the above address.

BEHAVIOUR

Promoting positive behaviour is essential in ensuring a happy, secure and caring environment, where everyone can work and learn without fear or undue disruption from others. It reflects the ethos of the school and is an important factor in creating an atmosphere in which teacher and pupil morale is good, self esteem is high and everyone can give their best.

In school we use a simple programme which promotes positive behaviour by recognising good practice and uses a number of agreed sanctions when pupils break the rules. A copy of our Policy can be found on Appendix 3.

Pupils are expected to recognise everyone's rights to be respected, safe and have a positive learning environment. We use restorative practices to resolve conflicts wherever possible.

We will always try to support pupils experiencing difficulty by making use of the resources available through the Lasswade Integration Team. Any referral for additional support would always be following discussion with parents.

SCHOOL IMPROVEMENT PLAN

Each year in August we publish our School Improvement Plan for the next academic year. This provides details of how we aim to improve learning and teaching.

We also publish our Standards and Quality report based on 'How Good is Our School and How Good is Our Early Learning and Childcare' 4th edition which provides us with details of how well we are doing. This is based on our self evaluation that we complete with all our stakeholders. A copy of both these documents can be found on the school website.

PARENTAL ENGAGEMENT

We welcome parental involvement as research has shown that when parents are involved, children do better at school. We welcome parents through many partnership activities including – parent helpers, parents' evenings, parents open afternoons, school assemblies and events, classroom visits, use of e-mail, website, text messages, letters, newsletters, phone calls etc.

We have an 'open door' school – giving direct and easy access through an open door policy, informal appointments with staff if there are queries or concerns, early responses to communications, tools for continuous engagement e.g. termly plans, and learning journals etc.

As parents of children in school you are all members of Rosewell Parent Forum and are able to select a Parent Council.

The main functions of the Parent Council are to:

- Support the school in its work with pupils and parents
- Represent the views of parents
- Promote contact and communication between the school, parents, pupils, the community, nursery and other providers
- Report to the Parent Forum

You can find details of events and minutes of Parents Council meetings by checking our school website rosewell.mgfl.net

If you would like to get involved, please contact the Parent Council via their Facebook page or contact Rachel Reidpath through the school.

SECTION 3: ADDITIONAL INFORMATION

SCHOOL HEALTH SERVICE AND MEDICAL NEEDS

Throughout their time at school a team of specialist Health Service and Education staff will be seeing children as part of a planned programme to make sure that they benefit as much as possible from all that school has to offer, and to help prepare them for life after leaving school. The school health service is part of Midlothian's Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The issue of maintaining confidentiality is taken seriously by the School Health team at all times. The staff involved make every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing of vision in Primary 1, are normally provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, parents will be informed and consent requested. If you have any concerns about your child's vision please contact the school nurse who will arrange to test vision or alternatively you can take your child to a local optician (optometrist).

Some of the staff concerned and the parts they play are as follows:

The school nurse is the lead professional in mainstream schools in Midlothian. School nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The school nurse may be helped by a health assistant and have close working links with Community Paediatricians.

The school nurse acts as an important link between home and school. She visits the school regularly and liaises with the teaching staff. Where a teacher is concerned about a child's health or development, a referral may be made to the school health team only after obtaining parental permission. Separate referral to child and family mental health services also needs parental permission. The school nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health. The health team also work closely with colleagues from other children's services.

The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition she reviews all children who are referred either by parents, teachers or other health professionals at any stage in their school life.

Every opportunity is taken to provide pupils with access to confidential support and advice from the school health team throughout their school career.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher, your GP or the school doctor feels that your child may need help with communication. Appointments are normally arranged at the local Speech and Language Therapy clinic with follow-up at school if required. Speech and Language Therapists work closely with school staff and support is often provided as part of a Learning Support programme.

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the school doctor, school nurse or the health visitor if you want any information.

MEDICAL CARE

Should your child take ill or have an accident in school, every effort will be made to contact you immediately to enable appropriate medical action to be taken.

Should a child have an accident at school that cannot be dealt with on the premises, attempts will be made to contact the parent/carer or the emergency contact. However, in order to avoid delay, it may be necessary for your child to be taken to hospital. An adult will wait with the child until the parent or carer arrives.

If there are any specific issues with regard to medical treatment it is vital that school is made aware of this. Children who are ill should not be sent to school, particularly if it is likely that they will have to be sent home during the day.

If your child requires medication during the school day, you must give written consent and instructions for administration. Forms are available from the School Office. Please phone the office with any queries regarding these forms. Where parents have already submitted a form for medication which is regularly administered by school i.e. inhalers, Ritalin, please note that again, a new form should be completed for any changes to medication.

Parents of children with any medical condition should draw this to the attention of the Head Teacher upon enrolment. Children with medical conditions that require management, such as diabetes, epilepsy or severe allergies, will have a Health Care Plan detailing treatment and emergency procedures drawn up.

EMERGENCY CLOSURE

Should the school have to close in an emergency, you should be reassured that your child will not be sent home without your agreement. If we are unable to contact you we would get in touch with the emergency contact. We would always ask for younger children to be collected.

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

Parentmail e-mail and/or text messages will be used to alert those parents who have provided this information. **IT IS YOUR RESPONSIBILITY TO PROVIDE US WITH UP TO DATE INFORMATION REGARDING EMERGENCY CONTACTS, e.g. names, address, telephone number**

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's website www.midlothian.gov.uk will also be used.

The Education and Communities Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at work Act 1974. Members of 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. Pupils are expected to behave responsibly and comply with all safety requirements. Your support in promoting good practice in health and safety matters is of great importance to the school.

All Midlothian schools are fitted with access control systems. All entrances to the school are fitted with security locks, which mean that all doors are secured while children are in school. The doors are fitted internally with 'push pads' and, in an emergency, will push outwards.

At the main entrance there is an intercom and camera. Visitors to the school should identify themselves before entering the building. **All visitors are required to sign in and out of our school, at the office.**

We take Health & Safety issues seriously and try to ensure a pleasant, safe working environment for staff and pupils. All visitors are asked to comply with Health & Safety regulations and to report to the School Office on arrival.

CHILD PROTECTION

The Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils, which includes, having regard for their right to be protected from harm and abuse. The school's duties and responsibilities for this are set out in the Edinburgh and Lothian's Inter-Agency Child Protection Committee's "Child Protection Procedures" which are used by all Midlothian schools and our partner agencies.

In circumstances where school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to

when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

The Designated Member of staff for Safeguarding and Child Protection at Rosewell Primary School is **Shona Richardson Head Teacher**

The Deputy Designated Members of Staff for Safeguarding and Child Protection are: **Hannah Clark and Leanne Muirhead Acting Principal Teachers**

Phone/email 0131 271 4655 Rosewell.PS@midlothian.gov.uk

An up to date and comprehensive copy of our Child Protection Policy can be found on the school website

EMPLOYMENT OF CHILDREN

Children under the statutory school leaving age can only be employed within the terms of the bylaws on the Employment of Children. These regulations do not permit the employment of children under the age of 14 years, and for those over that age there are limits on the hours and type of employment, which are allowed.

Parents and employers must both complete an application form for an employment permit before the employment begins.

MAKING A COMPLAINT

Although we do our best in school to try to help with any problems you may have regarding your child's education, sometimes it is difficult to reach a satisfactory solution for all concerned. Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more.

We rely on your support and we welcome your comments on the school.

If you are concerned about a particular aspect of our work, please arrange an appointment to discuss the matter with the Headteacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on her behalf.

The Headteacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, provide you with any relevant information.

In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation.

The Headteacher will get back to you, normally within five working days.

Hopefully, the above steps will result in a satisfactory solution for everyone.

However, if you are dissatisfied with the school's response...

Please notify the Head Teacher that you wish to pursue the matter further and contact the named manager by telephone or by letter at Education and Children's Service Division

Headquarters or used the link below to register a complaint via Midlothian Council Complaints Procedure:

https://www.midlothian.gov.uk/forms/form/37/en/complaints_compliments_and_comments

The Parental Liaison Officer will investigate the matter and try to resolve any difficulties. They will report the outcome to you, normally within five working days of being contacted.

Nearly all matters of concern are solved through the above procedures. If you remain dissatisfied, please contact the officer involved at stage 2. They will review the situation and/or indicate what other avenues are open to you. In all cases, final appeal can be sought through the Chief Executive's Office.

USE OF DATA

Transferring Educational Data about Pupils

Education authorities and 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 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 Scottish Government itself. Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers 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.

Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your data protection rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations 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 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 relevant colleagues and individuals within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** 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.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

**MIDLOTHIAN COUNCIL
EDUCATION, COMMUNITIES AND ECONOMY**

SCHOOL SESSION DATES 2020 /21

TERM 1	Staff Resume	Monday **	17 August	2020
	Pupils Resume	Wednesday	19 August	2020
	Autumn Holiday	Friday Monday	18 September 21 September	2020
Mid Term	All Break	Friday	16 October	2020
	Staff Resume	Monday*	26 October	2020
	Pupils Resume	Tuesday	27 October	2020
	Term Ends	Wednesday	23 December	2020
TERM 2	All Resume	Wednesday	6 January	2021
Mid Term	All Break	Friday	5 February	2021
	Staff Resume	Monday*	15 February	2021
	Pupils Resume	Tuesday	16 February	2021
	Term Ends	Thursday	1 April	2021
	<i>Good Friday</i>	<i>2nd April</i>		
	<i>Easter Monday</i>	<i>5th April</i>		
TERM 3	All Resume	Tuesday	20 April	2021
	May Day Holiday	Monday	3 May	2021
	Victoria Day	Monday*	24 May	2021
	Term Ends	Thursday	1 July	2021

* **Staff In-Service Days:** Monday 17th & Tuesday 18th August 2020,
Monday 26th October 2020, Monday 15th February 2021 & Monday
24th May 2021

Appendix 2

STAFFING

The exact complement of staff may vary from session to session depending on the needs and number of pupils in school. At the moment there are 6 Class teachers and the Head Teacher. The school also has a Support for learning teacher.

Head Teacher	Mrs Shona Richardson
Acting Principal Teachers	Mrs Leanne Muirhead and Mrs Hannah Clark
Class Teacher	Mrs Leanne Muirhead
Class Teacher	Mrs Kirsty Smith
Class Teacher	Mrs Mhairi Bernard
Class Teacher	Mrs Sharon Douglas
Class Teacher	Mrs Linsey Moffat
Class Teacher	Vacancy
NCCR Teacher	Mrs Janie Clilverd
Senior Child Care Development Worker	Miss Joanne Lamb
Early Years Practitioners	Miss Nicola Simpson, Mrs Sue Cutts, Mrs Angela Owens
Support for Learning	Mrs Hannah Clark
Admin Assistants	Mrs Una Warden/Mrs Catherine Ramsay
Learning Assistant	Mrs Pauline McCrossan
Learning Assistant	Miss Natalie Ramsay
Learning Assistant	Mrs Melissa Archibald
Home Link Teacher	Ms Rosemary Bowman
Caretaker	Jackie Knox
Dining Room Supervisor	Mrs Ann Fernie
Cook / Supervisor	Mrs Alison Kearsley
Cook	Mrs Mary Clark and Mrs Elaine Meikle
Cleaning Staff	Mrs Ann Fernie, Mrs Janette Fraser and Ms Lisa Duffy
Crossing Patrol	

Appendix 3 Attendance Data

Appendix 4

USEFUL ADDRESSES

Based at Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG

Chief Executive	Grace Vickers	0131 271 3002
Director, Education, Communities and Economy	Mary Smith	0131 271 3718
Acting Head of Education	Maria Lloyd	0131 271 3719
Head of Communities and Economy	Ian Johnson	0131 271 3460
Education Officer, CSCYP	Vacant	0131 271 3736
Additional Support Needs Officer	Lynne Grant	0131 271 3689
Education Officer, Lifelong Learning	Annette Lang	0131 271 3923
Placing Requests, and Primary School Swimming Programme	Fiona Campbell	0131 271 3733
Parent Councils	Shona Mackie	0131 271 3739
Employment of Children	Julie Currie	0131 271 3719
Education Maintenance Allowance, Bursaries	Gail Robertson	0131 271 3730
Free School Meals and Clothing Grants	Nicky McLean	0131 271 3655

Based at Midlothian House, Buccleuch Street, Dalkeith

Parent Councils	Shona Mackie	0131 271 3739
School Lets	Mhairi MacLennan	0131 271 3705
Based within Commercial Services, Bonnyrigg Home to School Transport Section	Debbie Hunter	0131 271 5453

Scottish Government 0131 556 8400
Victoria Quay, Edinburgh EH6 6QQ

Education Scotland 0141 282 5000

Denholm House, Almondvale Business Park,
Almondvale Way, Livingston EH54 6GA

Care Inspectorate

Care Inspectorate
Victoria Quay
Edinburgh
EH6 6QQ

Positive Behaviour Framework – Updated August 2019

Introduction

The purpose of this statement is to guide teachers, parents and pupils as to an agreed standard of behaviour in school which will allow all pupils to enjoy a positive environment which will promote successful learning and teaching.

Aims and Expectations

Children work well when there is a recognised structure where they know that there are limits to what is acceptable.- We would like our children to come to school 'ready to learn'. The majority of children do, but for those who disrupt lessons or play, we have developed a framework to allow us to have structure and be consistent.

Our core expectations encapsulate what we expect in order for children to be ready to learn

- Ready
- Respectful
- Safe

Children may behave inappropriately when they are facing difficulties both in school and outwith the school environment. We will always seek to discover and support the reasons for any inappropriate behaviour.

Close communication between home and school is therefore vital and every effort will be made to communicate clearly to maximise the value of the partnership.

Incentives and Rewards

Enhancing self-esteem in pupils is acknowledged as a key factor in the promotion of positive relationships. It also supports the learning and teaching within the classroom.

The curriculum should be seen as an instrument in enhancing pupils' self-esteem. The teaching of social skills in the conscious, systematic way and the provision of opportunities for discussion or role-play are methods of promoting feelings of inclusiveness. All classes have a recognition board where pupils are recognised for having followed the school values .

House System

The school operates a house system which encourages a sense of identity and collaboration across the school. Our houses are Drummond, Fletcher, Gladstone and Scott. We use the house system for lining up outside to encourage across school working. Throughout the week, children may earn points for their house for demonstrating and keeping our values

Our house system will also focus on wider achievement both in and out of school and house captains will take responsibility for creating WOW moments to be displayed on the house boards. These items can be brought into assembly to be shown and discussed.

The points will be collected and counted every week where the winning house will be announced at assembly. Every term there will be a selected 'treat' for the winning house. The winning house will be displayed in the entrance of the school using ribbons on the school cup. These points will be accumulated and added to the totals for the school sports day at the end of the session.

Other rewards for behaviour and other achievements

- Verbal praise
- Stickers
- Sharing Assembly Activities
- Visits to Headteacher/Principal Teachers
- Achievements out of school – recognition of this is required
- Each class may also have their own additional rewards as agreed as a class e.g. table of the week, pupil of the week, star writers

Inclusive Approach

We recognise that pupils' behaviour can be a symptom of complex underlying difficulties. We aim to promote and maintain high standards of behaviour throughout our school. We recognise that, for certain pupils, other measures may be undertaken. It is important to tailor our management of these pupils to the needs of the individual. It is also important that other pupils see that staff are fair and a discussion may be required to establish why certain behaviours may – in their eyes - be dealt with differently. This is a sensitive issue and requires sensitive handling. In an inclusive school it is important that we all appreciate the difference in all of us.

Summary

We hope that this statement is helpful and informative. It is important to share any concerns you have with us. By working together in partnership we will be able to support any concerns regarding behaviour and make school life a safe and enjoyable experience for all.

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find :

1. The handbook useful?	Yes	No
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2. The information you expected?	Yes	No
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3. The handbook easy to use?	Yes	No
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Any recommendations for inclusion in the next booklet?

Name of school: ROSEWELL PRIMARY SCHOOL

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to: **Mrs Shona Richardson, Head Teacher, Rosewell Primary School, Carnethie Street, Rosewell EH24 9AN**

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.

Shona Richardson
Head Teacher
Rosewell Primary School