**BRUNTSFIELD PRIMARY**

**SCHOOL**



**City of Edinburgh Council**

**SCHOOL HANDBOOK**

***Updated May 2020***



**A Foreword from the Executive Director of Communities and Families**

**Dear Parents and Carers**

**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 and carers 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 now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.**

**I am pleased to introduce this brochure for this session and hope that it will provide you with all the relevant information you may 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**

**Executive Director of Communities and Families**

**Communities and Families Vision**

**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 shall 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.**

**Welcome from the Head Teacher at Bruntsfield Primary School**

Dear Parents and Carers,

Welcome to Bruntsfield Primary School and to what I hope will be a long and happy association.

At Bruntsfield, we aim to provide a high quality, inclusive education in a positive and inspiring learning environment that promotes achievement, attainment and creativity. We aim to continually develop skills, knowledge, confidence and self-esteem in all our children. A close partnership between home and school helps your child reach his or her full potential.

At Bruntsfield we shall involve you in your child’s education and keep you informed of any changes taking place in educational policy.

Each year we self- evaluate our work and produce a Standard & Quality Report. We ask for feedback and suggestions from pupils, staff, parents and cares and these, along with guidance from the Authority and Education Scotland, inform our annual School Improvement Plan, which we share with you each June. Copies are available on our website.

This handbook is intended to give you information about the School and the City of Edinburgh Council and to familiarise you with current procedures. Should any changes be made, every effort will be made to inform you.

Please visit our website to find out more about us on [www.bruntsfield.edin.sch.uk .](http://www.bruntsfield.edin.sch.uk/)

If at any time you wish to discuss an issue, or share a suggestion, with either the class teacher or a member of the Senior Leadership Team, please contact the school office at [admin@bruntsfield.edin.sch.uk](mailto:admin@bruntsfield.edin.sch.uk) to make an appointment.

**We are all here to help.**

This is a great school community and with parental support and partnership, we shall continue to provide a happy, caring and secure learning environment for every child to realise their full potential.

Our vision is detailed on our website, but in short, it is for all pupils and staff at Bruntsfield to:

***‘Be the best you can be...achieve your personal best!’***

Yours sincerely, *Carol Kyle*

Head Teacher

**To make our handbook easy to use, the information is divided into five different sections:**

o **Section One Practical Information about the School**

o **Section Two Parental Involvement in the School**

o **Section Three School Curriculum**

o **Section Four Support for Pupils**

o **Section Five School Improvement**

**Section One: Practical Information about the School**

**Bruntsfield Primary School**

Bruntsfield Primary is a large primary school in the heart of the city that prides itself on its strong co-operative links with parents, its friendly, warm, welcoming atmosphere and its rich and varied curriculum. The school is non-denominational and provides education for both boys and girls from P1 (approximately 5 years old) to P7 (approximately 11 years old). Currently there are 21 classes and the school role has over 620 pupils.

The school is part of the Boroughmuir High School cluster of schools, along with South

Morningside and Buckstone Primaries. Almost all pupils transfer to Boroughmuir High School.

The school building is traditional in design and affords good space for various activities. It comprises two large halls, a gymnasium, a swimming pool, a library, a general-purpose room, a general- purpose base, a computer suite, a support for learning base, a medical room and a meeting room.

School facilities are used widely by community organisations in the evenings and at weekends.

Bruntsfield is situated in the centre of Edinburgh and our pupils represent a cross-section of society. This makes for a very stimulating and culturally rich environment.

**Name of Head Teacher** Ms Carol Kyle

**Name of School** Bruntsfield Primary School

**Address** 12 Montpelier, Edinburgh, EH10 4NA **Telephone Number** 0131 229 1821

**Website** [www.bruntsfield.edin.sch.uk](http://www.bruntsfield.edin.sch.uk/)

**E-mail Address** [admin@bruntsfield.edin.sch.uk](mailto:admin@bruntsfield.edin.sch.uk)

**About the school**

**Stages of Education provided for** P1-P7

**Present Roll** 627

**Denominational Status of the School (if any)** Non-denominational

**Gaelic Medium Education if relevant** Not applicable

**Organisation of the School Day**

**P1 and P2 Hours**

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | 8.50am-12.10pm | *Lunch* | 1.20 pm -3.15pm |
| Tuesday | 8.50am-12.10pm | *Lunch* | 1.20 pm -3.15pm |
| Wednesday | 8.50am-12.10pm | *Lunch* | 1.20 pm -3.15pm |
| Thursday | 8.50am-12.10pm | *Lunch* | 1.20 pm -3.15pm |
| Friday | 8.50am-12.00pm |  | *No afternoon school* |

|  |  |  |  |
| --- | --- | --- | --- |
| **P3 - P7 Hours**  Monday | 8.45am-12.30pm | *Lunch* | 1.20 pm -3.20pm |
| Tuesday | 8.45am-12.30pm | *Lunch* | 1.20 pm -3.20pm |
| Wednesday | 8.45am-12.30pm | *Lunch* | 1.20 pm -3.20pm |
| Thursday | 8.45am-12.30pm | *Lunch* | 1.20 pm -3.20pm |
| Friday | 8.45am-12.05pm |  | *No afternoon school* |

**Agreed Term Dates**

**Please see our school website for school session dates for this year and next.**

**Attendance**

**This section deals with the practical aspects of your child’s attendance at our school. It provides details on such things as:**

 **travelling to and from school**

 **school meals and milk**

 **financial assistance with school clothing, transport and school meals**

 **school closures in an emergency or unexpectedly for any reason**

 **general supervision available for your child in the morning and at lunchtime**

 **wet weather details**

 **how the school communicates with parents and carers**

 **how to complain if you are not happy about something**

**Communicating with the School**

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

**Registration and Enrolment**

**The date for registration of new school entrants is advertised in the local press and on the council’s website** [**www.edinburgh.gov.uk. Reg**](http://www.edinburgh.gov.uk/)**istration for Primary One, and First Year Secondary, takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents and carers will be provided with information about the school, when they register their child.**

**Parents and carers who wish to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.**

**Parents and carers 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.**

**Attendance and Absence: Information from the Authority**

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

**Absence from school is recorded as authorised, that is approved by the Communities and**

**Families Department, or as unauthorised, that is unexplained by the parent (truancy).**

**Please let the school know by letter or phone if your child is likely to be absent for some time and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child’s parents, the absence will be regarded as unauthorised.**

Parents and carers are requested to notify the school on the first day of their child’s absence and where possible give an estimated date of return. If we have not heard from you, we shall contact you to ensure your child’s safety. This is normally done via text message, phone call or email to the child’s main contact.

**Please make every effort to avoid family holidays during term time as this will disrupt your child’s education and reduces learning time. The Head Teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the Head Teacher before the holiday. If the Head Teacher cannot give permission before the holiday, it will be recorded as unauthorised absence.**

**The Head Teacher can authorise a holiday if you prove work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head Teacher on this basis is regarded as authorised absence.**

**Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.**

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

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

**School Uniform**

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

Bruntsfield’ s school uniform consists of:

* blue school sweatshirt (with school logo)
* white polo shirt
* grey trousers, shorts, skirt or pinafore
* House t-shirt for PE (Churchhill, Merchiston, Leaminton, Viewforth)

Uniform may be purchased at Aitken & Niven, 6 Falcon Road West, Morningside, Edinburgh, EH10 4QA, Tel: 0131447 3922 or on line at <http://www.aitken-niven.co.uk> [or by email at morningsidebranch@stevensons.co.uk](mailto:or%20by%20email%20at%20%20morningsidebranch@stevensons.co.uk)

**Please ensure children arrive at school dressed in suitable clothes and footwear, especially during winter and wet weather.**

**Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.**

**A school’s reputation may also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.**

**The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non- marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.**

**Please ensure all items of clothing or jewellery are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.**

For PE, please provide:

* gym shoes (gym shoes in the indoor games halls and sturdier trainers for outdoor activities)
* shorts
* House t-shirt (Churchhill, Leaminton, Merchiston or Viewforth)
* swim wear, swimming cap and towel (when appropriate)

Please ensure jewellery is removed for all PE activities and if valuable, it is safer to leave it at home. Long hair must be tied up.

Please write your child’s name on all personal belongings. Lost property is located in the dining hall. Unfortunately, we are unable to reimburse you for any lost items.

**If you have any queries regarding the school’s dress code, please see our school website or contact the school office.**

**Free School Meals & Assistance with School Wear**

**Information on free school meals and clothing grants is available on the City of Edinburgh Council Website at** <https://www.edinburgh.gov.uk/schoolgrants>

**Applications for free school meals and clothing grants may be made by contacting School Grants, Transitions- Assessment and Finance, Level 3:1 Waverley Court, 4 East** **Market Street, Edinburgh, EH8 8BG.**

**School Meals**

**Our school lunches are provided by Edinburgh Catering.**

**Menus and allergen information are detailed on the City of Edinburgh Council website. Parents may therefore make an informed decision about which meals are suitable for your own child, taking into consideration any allergens. Details available at:**

[**https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools**](https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools)

**Free School Meals**

**Pupils in P1 – P3 are eligible for a free school meal. Some pupils in P4 – P7 may be eligible for free school meals. Application forms are available from the school office.**

**The forms are completed by the parent along with supporting documentation as detailed**

**on the application form. An application is required for every school session.**

**School Lunches at Bruntsfield Primary School**

At Bruntsfield we offer pupils hot meals, either a meat or vegetarian option, at lunch time. All are prepared by our school kitchen staff. We try to provide for special dietary requests. If you require a special diet, please complete a ‘Special Diet Referral’ form.

Please pay for school lunches in advance using ParentPay. Each week select your choice, for your child’s school lunch on the ParentPay site. If you don’t do this, the lunch **has not** been ordered.

Some pupils prefer to bring packed lunches from home. Parents and carers are asked to avoid packing glass bottles and to put their child’s name on the lunch container. Pupils who stay in school for lunches must remain on school grounds during the lunch break.

We have a number of pupils in school with severe allergies including legumes, nuts, sesame seeds, soya and eggs and their families appreciate your consideration of this when preparing snacks and packed lunches.

Pupils are discouraged from going to local shops for lunch, as this may pose a safety problem.

Pupils are not permitted to leave school at lunchtime without a note of permission from parents or cares.

Semi-skimmed milk is available from school and should be paid for annually, in advance, via ParentPay. Unfortunately, no rebates are made for milk not drunk due to pupil absence.

**Travel to and from School**

We encourage everyone to walk or cycle to school.

However, if you do come by car, please do not park near school exits, double park, or reverse at the school gates.

Please remember to take care not to restrict the view of the school crossing patrol.

Safe parking and walking a short distance from school makes the school entrance feel safer for all pupils. Your support in this is much appreciated.

Our **School Travel Plan** is published on our Website.

**General Supervision**

**Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.**

During morning break and lunch, pupil support assistants supervise the children in the playground.

**School Security**

**The safety and security of pupils and staff, when attending or working in a school, is very important to us. We use a number of security measures including a visitors’ book, badges and escorts, while visitors are within the school building. Anyone calling at a school for any reason will be asked to report to the school office. The office staff will ask you to sign in and out of the school and wear a visitor’s badge.**

**Wet Weather Arrangements**

In extreme weather, pupils may remain in school during break and at lunchtime.

In the event of **extreme weather** in themornings, P1 and P2 children may come in through Door 1 to the Dining Hall from 8.40am where they will be supervised. We do, however, ask parents and carers to say goodbye to their children in the playground in order to minimise congestion at the door.

P3 – P7 children line up in their assigned shelter.

Please make sure all children come to school appropriately dressed for the weather. You would be surprised how many come without coats or waterproof jackets!

**Unexpected Closures**

**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 and carers know.**

In the event of an emergency closure at Bruntsfield, e.g. due to severe weather conditions or a heating breakdown, parents and carers, or emergency contacts, are informed and asked to collect their children from school. Children are not allowed to leave school without an adult or parental consent.

We shall keep you informed and contact you by email, text, noticeboard, letter, telephone or school website.

**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**](http://www.twitter.com/Edinburgh_CC) **Facebook page** [**www.facebook.com/edinburghcouncil. If**](http://www.facebook.com/edinburghcouncil) **many schools are affected, or the situation is likely to**

**be prolonged, then the Council's website** [**www.edinburgh.gov.uk will**](http://www.edinburgh.gov.uk/) **also be used.**

**Closures Due to Covid-19**

**We follow the guidance from Scottish Government and the City of Edinburgh Council on all matters relating to Covid-19.**

**Updates will be emailed to parents and carers and posted on our websites as information comes to us on school closures and plans to reopen.**

**This is a fast-changing dynamic situation, please check both the School and the City of Edinburgh Council websites for latest information.**

**Health and Safety**

**Within the general policy laid down by The City of Edinburgh Council, the Children & Communities Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the** [**Health and Safety at**](http://www.hse.gov.uk/legislation/hswa.pdf)[**Work Act 1974. S**](http://www.hse.gov.uk/legislation/hswa.pdf)**chool 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 pupils will behave responsibly and comply with all safety requirements. The support of parents and carers in promoting good practice in health and safety matters is of great importance to the school.**

**School Health Service**

**A team of specialist Health Service and Children and Communities Department staff work together to provide a service throughout your child’s years at primary and secondary school. A planned programme is in place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the 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 staff involved make every effort to work closely with parents and carers 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 for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Our parents and carers are not necessarily notified at the time of these screening tests and any parent or carer 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 the child’s parents and carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times. Some of the staff concerned and the parts they play are as follows:**

**school nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.**

**The school doctor is made aware of any possible problems and parents and carers and the family doctor are informed if any further action is considered necessary.**

**The school nurse may be helped by a health assistant. The school nurse acts as an important link between home and school. The nurse visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The school nurse may link with other members of the health team, in the community or in hospital, concerned with a child’s health.**

**The school nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.**

**An information booklet about the School Health Service is issued to each Primary 1 pupil and any new pupils coming from out with the Edinburgh area.**

**Parents and carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the school doctor.**

**The school doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the school doctor wishes to see your child again or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You may, if you wish, arrange for your family doctor to undertake the examinations instead of the school doctor, but you may be charged a fee for this. In secondary schools the school doctor may consider whether any special information should be provided for the Careers Service.**

**The school doctor or nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school. With your consent, the School Health Service staff also carry out immunisations to protect against various diseases.**

**The Audiometric Team normally checks children’s hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents and carers and GPs as necessary.**

**The Speech and Language Therapist may provide assessment and, if necessary, treatment if you, a teacher or the school doctor feels that your child may have a speech or language problem.**

**Any enquiries concerning the provision of dental services should be made to:**

**The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel: 0131 667-7114)**

**We hope that the School Health Service will, 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 or school nurse should you require any further information.**

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

Regular wet combing of your child’s hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, please use the correct lotion from your doctor, health visitor or pharmacist. We are told that shampoos and other treatments are not effective.

We are advised: one treatment is two applications of the treatment lotion, seven days apart. If this is not followed, then re-infection is likely.

Please advise family members and close friends if your child has head lice and ask they check their own hair. Only treat if live lice are found. Don’t be shy about advising others of this possible problem. The sooner it is identified, the sooner it can be cleared!

Regular wet combing of your child’s hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Please remember that children’s heads are not examined in school for head lice. This is a parental responsibility. Please help us by regularly checking your child’s hair.

**Medicine Administration**

If medicines are to be administered in school, please complete a medical consent form and hand the medicine to the school office. Consent forms are available on the school website.

A designated member of staff is responsible for administering medicine to pupils. All medicines must be named and in the original containers.

In some cases, a Health Care Plan may be required, and a member of staff will discuss this with you, to allow us to provide the best care possible for your child.

**Equality**

**City of Edinburgh Council has published an Equality Scheme, which may 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.**

**Gaelic Education**

**Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the City. Edinburgh’s dedicated Gaelic nursery and primary school is called Bun-sgoil Taobh na Páirce and is in the former Bonnington Primary School Building. Pupils attending the school do not need to have prior knowledge of Gaelic. Pupils who wish to study Gaelic at secondary level may transfer to James Gillespie’s High School which offers Standard Grade and Higher courses.**

**English as an Additional Language**

**The Children & Communities 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 skills.**

**Complaints, Comments and Suggestions Procedure**

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

**If you wish to register a comment of any type about our school you may do this by writing, e-mailing, telephoning or making an appointment to see a member of staff. All feedback is welcome and helps us provide the best service possible.**

**If you have a complaint, 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 shall deal with the issue as confidentially as possible.**

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

 **Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.**

 **We shall 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 Complaints Service (Education) [ 0131 469 3233]**

 **If you are still unhappy after the further investigation and reply you may take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.**

**Section Two: Parental Involvement in the School**

**Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents** **and carers may be involved in supporting** **learning at home as part of a home – school partnership.**

**You may also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.**

**Lastly, it includes information on our Parent Council, how to contact them and how parents and carers can become involved in the life and work of the school.**

**Ethos, Values and Vision**

**We are committed to supporting the development of the whole child and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.**

**Bruntsfield Primary School’s Shared Vision**

We endeavour to create an inclusive, educational environment of the highest quality which:

* values and respects each individual
* provides pupils with the necessary skills for life
* works in partnership for the benefit of all
* promotes Wisdom, Justice, Compassion and Integrity

**School Aims:**

We aim to:

* provide the highest possible standard of teaching and learning experiences to encourage all pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors
* facilitate pupils and staff to achieve their full potential and celebrate achievements
* create a stimulating, enjoyable and secure environment, built on mutual respect
* create an environment where pupils, parents and carers, staff and partnership services and agencies work together
* show respect for, participate and contribute to the life of the school and wider community
* develop an awareness and understanding of local, global and sustainable issues

In short, our vision is:

***‘Be the best you can be… achieve your personal best.’***

**Promoting Positive Behaviour**

**We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.**

At Bruntsfield, we encourage high standards of behaviour and respect for others at all times. A Class Charter is written by the pupils of each class at the start of the

school year. Children discuss their rights and select the rights which are most relevant to the classroom. In order to create a rights respecting classroom, children also discuss how they will respect the rights of others.

We also encourage self-discipline and try to instil in pupils an understanding of acceptable and unacceptable behaviour. We appreciate the co-operation that exists between pupils, staff, parents and carersto achieve this.

Issues such as bullying are addressed as part of health and wellbeing. Pupils are taught strategies for avoiding and dealing with difficult situations.

Most problems are resolved in school. When an incident occurs in school, we aim for a restorative solution. However, if this is not possible, it is normally investigated first by the class teacher or pupil support assistant. If, however, further assistance is required, a member of the Senior Leadership Team may become involved. Parents and cares are contacted if an incident is deemed serious or if it is the result of repeated misdemeanours. Staged intervention is in place to encourage positive behaviour and inclusion.

When parents, cares and school work together on issues of positive behaviour, then the outcomes are beneficial to all.

Parents and cares are encouraged to contact a member of staff if they have any cause for concern.

**Anti-Bullying Policy**

We have Relationships Policies on Positive Behaviour and an Anti-Bullying to ensure continuity when promoting positive behaviour.

**Other School Policies**

Our school policies are written by our staff team, in consultation with pupils, parents, carers and partnership services. They guide the work we do and are updated regularly.

**Pupil Council**

At Bruntsfield, the views of our pupils are very important to us and we highly value the work of the Pupil Council, Rights Respecters, Eco Warriors, Community Teams and House Captains. These groups hold regular meetings and the elected pupil members liaise closely with their classes to ensure all pupil views are represented.

Additional groups are organised, as appropriate, to link with school improvements and their contributions are shared in class and at Assemblies and displayed in school or on our website.

**Parents and Carers Welcome**

**We welcome parental involvement as research has shown when parents and cares are involved children do better in school.**

Parent consultations are held twice a year, usually in October and February. Pupils from P1-P7 participate in the consultation meetings to discuss the year’s curriculum, agree expectations and personal learning targets.

The second consultation, in February, is to monitor progress, address any concerns and agree next steps in learning. Pupils are also invited to this meeting. However, if you have any concerns or questions, please contact the school for help at any time.

If you wish to contact a member of staff (either your child’s class teacher, the support for learning teacher or a member of the Senior Leadership Team) please write, telephone or email the school to arrange an appointment. Staff names are available on our website. The first point of contact is generally the class teacher at an agreed time.

**Parental Consultations**

**We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents and carers are welcome to contact the school at any time to ask for information or for an appointment.**

**Parental Involvement**

Parents and carersare highly valued as volunteers in classes and they assist teachers in the preparation of resources, organising activities, supporting learning and helping on excursions.

In line with the City of Edinburgh Policy, parents and carersare asked to complete a ‘Volunteer’ application and attend an informal interview/discussion with a member of the Senior Leadership Team. If you are interested in becoming a parent volunteer, please ask at the school office for an application form.

**Parents** **and carers are welcome to:**

 **be involved with their child’s education and learning**

 **be active participants in the life of the school**

 **express their views on school education generally and work in partnership with their children's schools**

**All parents and carers are automatically members of the Parent Forum at their child’s**

**school. As a member of the Parent Forum all parents and carers may expect to:**

 **receive information about the school and its activities**

 **hear about what partnership with parents and carers means in our school**

 **be invited to be involved in ways and times that suit you**

 **identify issues you want the Parent Council, to work on with the school**

 **be asked your opinion by the Parent Council on issues relating to the school and the education it provides**

 **work in partnership with staff**

 **enjoy taking part in the life of the school in whatever way possible**

**The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents and carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.**

**Parent Councils**

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

**The main aims of the Parent Council are to:**

 **support the school in its work with pupils**

 **represent the views of parents**

 **promote contact between the school, parents, pupils, providers of nursery education and the community**

 **report to the Parent Forum**

 **be involved in the appointment of senior promoted staff**

 **raise funds for the school for the benefit of pupils**

At Bruntsfield Primary School, we have an active and supportive Parent Council and Parent Forum who organise after school activity clubs, social events, fundraising activities and projects.

The Parent Council work closely with the Head Teacher, representing the views of parents and carers, supporting the work of the school.

Parent Council meetings and events are open to all and new members are warmly welcomed.

Information is communicated via the School Website, by Twitter, by email, the Head Teacher Blog and all are linked in the ‘School App for Parents’.

The Chair of the Parent Council is Mrs Karen Galloway, who may be contacted at [chair@bruntsfield.org.](mailto:chair@bruntsfield.org) Further information on Parent Clubs and Events at www.bruntsfield.org.

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

**Section Three: School Curriculum**

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

**As well as giving information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.**

**Details of how parents and carers will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents and carers who wish to exercise their right to withdraw their child.**

**Curriculum for Excellence**

**Bringing learning to life and life to learning Curriculum for Excellence has now been introduced across Scotland for all 3 to 18-year olds, wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.**

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

**Curriculum for Excellence balances the importance of knowledge and skills.**

**Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner is responsible for the development of literacy, numeracy and health and wellbeing from Early Level through to Senior Phase.**

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

**There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed. There is emphasis by all staff on looking after our children’s health and wellbeing – to ensure that the school is a place where children feel safe and secure.**

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

**Curriculum for Excellence at Bruntsfield**

Through *Curriculum for Excellence,* we provide learning opportunities which ensure: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

We plan learning and teaching with our pupils and set learning in either an interdisciplinary context

or through discrete subject areas.

Our work in school enables our pupils to become:

* Successful Learners
* Confident Individuals
* Responsible Citizens
* Effective Contributors

‘Bruntsfield Star’ certificates are awarded to celebrate pupils’ successes and achievements. Classes are awarded ‘Journey to Excellence’ tokens for working successfully together. The class awarded most tokens each week earns the title of ‘Class of the Week’ and earns a reward. Citizenship badges are awarded by all members of staff to pupils who demonstrate trustworthiness, respect, responsibility and fairness, caring and citizenship.

In line with a *Curriculum for Excellence* we promote the values of Wisdom, Justice, Compassion and Integrity in our Vision and all that we do.

**Literacy and English**

Literacy and English involves listening, talking, reading and writing. The teaching of communication skills and self-expression in the early years is based on own spoken language but develops through a range of graded material and programmes of study. Children are taught various listening and talking skills and are encouraged to become good listeners and competent, confident talkers.

Similarly, writing progresses from a phonetic base to imaginative, personal, functional and report writing. Children work on their skills in handwriting, spelling and punctuation and learn about the structure and genres of language and how to apply these skills.

Children learn to read from a variety of genre and acquire skills for understanding.

Teachers support, challenge and assess reading comprehension through oral questioning, discussions and written responses.

Skills such as referencing, indexing and searching for information begin through the development of reading skills and are further developed in all areas of the curriculum.

We encourage children to continue to develop and apply their Literacy and English skills in all that they do. The use of technologies enhances knowledge and skills across all areas of the curriculum.

**Modern Foreign Languages**

As part of the City of Edinburgh Council Plus one modern language initiative, children learn a modern language from P1. Our cluster schools all teach French from P1-P7 and in addition, Mandarin in P5 and German in P6 and P7. Pupils practise listening and talking, reading and writing in the foreign language. They learn to use personal language, through discussions, the use of IT software and textbooks.

**Numeracy & Mathematics**

Numeracy & mathematics are structured within three main organisers: number, money and measure; shape, position and movement and information handling.

Numeracy and mathematical skills, acquired during maths lessons, are applied across the curriculum to further develop security in pupils’ learning.

The development of numeracy and mathematical skills begins with emphasis on practical experiences. Emphasis is placed on applying maths in realistic contexts. Children investigate, handle and construct with concrete materials and discuss mathematical processes. Emphasis is placed on giving children first-hand experience with weighing, measuring, estimating, shopping, timing etc. This way, children gain not only mechanical competence but an understanding of mathematical concepts. A wide variety of resources, including calculators and IT resources, are used to supplement and reinforce the maths programme. These tools have a very important role in everyday life and children learn how to use them effectively.

**Health & Wellbeing**

Learning in health and wellbeing ensures children develop the knowledge, understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

We have an exciting programme of learning for children from P1-P7 and we encourage parents and carers to become fully involved in supporting the work of the school. Our health promoting team welcome any suggestions and ideas from parents and carersto help keep our children fit, heathy, happy and achieving.

**Personal and Social Development**

Personal and social development, as part of our learning in health and wellbeing, deals with a complex array of issues, including positive behaviour, children’s rights, self-esteem, sex education, drug education personal safety and anti-bullying. Much of the work in this area is integrated into other areas of the curriculum.

**Physical Education**

Our physical education programme includes gymnastics, expressive movement, games and athletics. As children participate in physical education they develop coordination, movement control, body awareness, spatial awareness, social skills, tactical thinking and more. At Bruntsfield Primary School, children have the opportunity to learn to swim with a specialist swimming teacher.

In the interest of hygiene and safety and in order that pupils participate fully in lessons, children are asked to change into shorts, house t-shirt and gym shoes for P.E. classes.

The annual School Sports Day is usually held in May and all children in the school participate. children in the upper school also take part in inter-school sports competitions.

**Technologies**

In technologies, children explore and learn to use design, investigation and analysis to look at the impact of products on the environment and explore ways to develop sustainability, as well as developing their ICT skills. Technologies includes the use of computers, cameras and sound equipment to enhance learning and teaching across the curriculum as well as food technology, crafts and textiles.

At Bruntsfield, every classroom has at least one computer, internet access, an interactive whiteboard or promethean board, a digital camera and a visualiser.

We have a fully equipped computer suite for whole class activities and sets of iPads, linked to the internet.

**Religious & Moral Education**

Religious & moral education is planned to promote greater understanding and tolerance of

World Religions and Beliefs.

Religious and moral education is often linked to other subjects in the curriculum through projects. Themes, centring on Christianity, other World Religions and personal search are designed to develop in children an awareness of themselves and others.

The school chaplain is from Barclay Viewforth Church. Assemblies are held weekly and we encourage children to lead presentations. Guest speakers are also invited to school. Details of our Assemblies are on our website.

If parents and carerswish to withdraw their child from religious education, they are asked to inform their class teacher so that alternative arrangements may be made.

**Citizenship**

The teaching and development of good citizenship traits is very important. We try to develop skills and positive attitudes in children to respect themselves and each other.

We aim to raise awareness and develop interdependence with other members of their neighbourhood and society.

Teaching about rights and how we respect each other’s rights is a key feature of Citizenship. Citizenship is mainly taught through personal and social development but may be included in other areas of the curriculum.

**Expressive Arts**

Music, art and design, dance & drama are often integrated within topic work, but may also be taught as discrete subjects.

**Music:** We believe music and enjoyment should go hand in hand. The aim of our music course is to develop knowledge, understanding and skills through active participation and enjoyment.

In all stages, children sing songs accompanied by percussion and/or CDs. This progresses to participation in the school choir for some, with rhythmical and tuneful accompaniments which are sometimes composed by the pupils. Children have the opportunity to take cello and violin lessons from visiting instructors.

**Art and Design:** This subject gives each child the opportunity to express their ideas using many different materials. At the early stages, drawing, painting, modelling, printing and working with clay help develop pupils’ hand control and coordination. Techniques for pattern, line, tone and colour are taught via a range of methods as children progress through school.

**Drama & Dance:** These are frequently integrated within other curricular areas such as social studies, literacy, music and religious and moral education. Children interpret stories and express ideas through drama. From time to time, drama takes a more structured form, for example in the production of plays for concerts, assemblies or services.

Wherever possible, specialists, guests and groups are invited to school to work with pupils to develop their skills and experiences in all aspects of expressive arts.

**Outdoor Education**

Outdoor education plays an important part in shaping children’s social and physical skills. Many activities are planned for all classes by class teachers. P1-P7 classes use the school grounds, local area as well as planned excursions to extend outdoors learning.

P6 and P7 classes are offered the opportunity to attend school camp where activities such as canoeing, orienteering, archery, problem solving, gorge walking and hill walking are offered. Every effort is made to keep costs to a minimum. If set criteria are met, financial help is also available on request.

**Houses**

Children in Bruntsfield are placed in one of four houses: Churchhill, Leamington, Merchiston or Viewforth. Children are awarded badges as incentives for positive behaviour. These badges are linked to citizenship themes: respect, responsibility, caring, fairness and trustworthiness, Rights of the Month or Wellbeing Indicators. The house with the most points each month is awarded the House Cup and a Shield is presented to the winning house of the year.

A sports trophy is also awarded to the winning house team after Sports Day.

**Eco Schools**

Learning is planned to encourage whole-school positive action to sustain and improve the environment. We have an Eco Committee as part of our Community Teams made up of pupils and staff. We have achieved our third Green Flag award.

For more information please visit [www.ecoschoolsscotland.org.](http://www.ecoschoolsscotland.org/)

**Rights Respecting Schools Award**

We are very pleased to have achieved our Silver Rights Respecting School’s Award and are working towards Gold.

**Excursions and Visits**

Educational excursions are organised to support the curriculum and enrich pupils’ learning experiences. Teachers and several parents and carersaccompany pupils and we very much appreciate parental support in this.

At the start of each session, parents and carers are asked to complete a permission form which covers all excursions for the year. This permission form gives emergency telephone numbers and medical information. It is essential we are informed of any changes throughout the year to ensure our records are up to date.

For each visit an information sheet is sent home to indicate the place and purpose of the visit, the means of transport, the need for a packed lunch and the costs involved.

If you are unable to meet the costs of an excursion, please contact the Head Teacher, as assistance may be available.

**Please remember: Pupils cannot attend an excursion without a completed permission slip**.

Further information about our curriculum may be found on our school website.

**Active Learning**

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

**Planning Children’s and Young People’s Learning**

**Teachers in nursery, primary and secondary schools share their learning intentions and agree success criteria with pupils. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.** **Longer-term planning also takes place in a variety of forms.**

**Home Learning: Authority Information**

**Pupils are regularly given home learning to support their learning and to encourage them to become more organised and self-supporting in their learning. Home learning tasks will be given where a teacher feels a child or group of children may benefit from it. Home learning will be organised according to the stage and ability of the child, it may arise from all curricular areas, and it may include written, oral or practical activities. The tasks** **set will be interesting, worthwhile and challenging for the child.**

**Parents and carers are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child’s progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class and makes you aware of what your child is learning and** **provides you with a useful discussion starter. Home learning is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.**

***During School Closures, home learning will be provided by the class teacher.*** We shall continue to develop home learning using 365 and Teams. Please discuss home learning with the class teacher if you have any concerns or worries

**Religious Instruction and Observance**

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

**Extra-Curricular Activities**

**We offer a wide a range of sporting and cultural activities as possible.**

There are many sports, music, art and drama clubs, run as extra-curricular activities by the Parent Council, Active Schools, or school staff. Times and days of Parent Council clubs are available on their website at [www.bruntsfield.org.](http://www.bruntsfield.org/) Football, badminton, basketball, judo, tennis, running, swimming and gymnastics are some of the sports clubs currently offered. Choir and rock club are some of the music options. As well as art, chess, French and Spanish and theatre clubs. The clubs offered vary from year to year depending on interest and instructor availability.

In addition to in-school activities, classes also make regular educational visits and

field studies. These visits are linked to pupils’ class learning.

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**Active Schools**

**The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator, Tony Segall, on** 077884244362 or Tony[.Segall@ea.edin.sch.uk](mailto:Segall@ea.edin.sch.uk).

**Assessment**

**As pupils progress through our school, teachers use a range of assessment strategies, including ‘Assessment is for Learning’ strategies as well as setting formal assessments. Pupils are also involved in assessing their own progress and developing their next steps.**

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

Learning is continually assessed by teachers, using a variety of methods, to ensure appropriate progress, pace and challenge. Formative assessments aids planning and gives an indication of next steps. Assessment may take many forms, e.g. observation, discussion, looking at children’s work, use of benchmarks and will be used to plan next steps, support and challenge.

Self- and peer-assessment is an integral part of learning and children are encouraged to set their own targets and to self-assess their work against agreed success criteria. Formal or summative assessments are used by class teachers to diagnose difficulties, recognise talents or check the pace of learning to plan appropriately. The support for learning teacher may carry out diagnostic assessments to identify individual needs and allocate support and resources as necessary.

On entry to school, P1 children complete a school baseline in literacy and numeracy. At the end of P1, progress is assessed to ensure each child is on track. At various stages throughout the school, we use a variety of standardised assessments. The assessment data is used to help teachers confirm their overall assessments of abilities and needs and to plan their teaching. Assessment data also helps verify when a child is ready to move from one level to the next. Ongoing class assessments are carried out in reading, writing and mathematics and cover *Curriculum for Excellence* Early, First, Second and Third Levels.

Levels are shared with parents and carersat parent consultation evenings and end of session reports.

**Section Four: Support for Pupils**

**This section gives information about how additional support needs are identified and addressed and the types of specialist services provided within our school.**

**Getting It Right for Every Child (GIRFEC)**

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

**‘Getting it Right for Every Child’ aims to improve outcomes for all children and young people. It promotes a shared approach that:**

 **builds solutions with and around children, families and communities**

 **enables children to get the help they need when they need it**

 **supports a positive shift in culture, systems and practice**

**‘Getting it Right for Every Child’ is the foundation for work with all children and young people, including adult services where parents and carers 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.**

**Protecting Children and Young People**

**We place a high priority on the well-being and safety of our pupils. We have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. 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 or carers.**

**Additional Support Needs: Authority Information**

**As with all local authority schools in Scotland, Bruntsfield Primary School operates under the terms of the Additional Support for Learning Act 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**

[**In on the Act: Supporting children and young people with additional support needs**](http://www.edinburgh.gov.uk/inontheact)[**provides the following information**](http://www.edinburgh.gov.uk/inontheact) (specified by the Education (additional Support for Learning) (Scotland) Act):

(a) the authority’s policy in relation to provision for additional support needs

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young people identified

c) the other opportunities available under this Act for the identification of children and young persons who:

* have additional support needs
* require, or would require, a coordinated support plan
* the role of parents, children and young persons in the arrangements referred to in paragraph (b)
* the mediation services provided
* e) the officer or officers of the authority from whom parents and carersof children having additional support needs, and young person’s having such needs, can obtain advice and further information about provision for such needs

An additional support need comes from anything which is a barrier to learning. Most or all schools will have some children with additional support needs of some kind. The City of Edinburgh Council has many legal duties towards children with additional support needs. Information about this is contained in a booklet called ‘*In On The*

*Act: Information For The General Public’* which is published on the education authority website at [www.edinburgh.gov.uk/inontheact -](http://www.edinburgh.gov.uk/inontheact) or contact the additional support for learning team on telephone number 469 3444.

At Bruntsfield, support is given to children who have additional learning, physical, sensory or behavioural needs or who require special help because the language they speak at home is not English. Teachers of ‘English as an Additional Language’ (EAL) and bilingual support assistants help children develop fluency in English.

Bruntsfield has a support for learning teacher and a team of pupil support assistants who work with pupils who need additional support. The level and type of support given varies. Some may require continual support, while others may receive short, intensive periods of support. Alternatively, the support for learning teacher may provide advice and support to class teachers in terms of learning and teaching strategies or resources. If a child needs considerable support for learning, parents and carersare notified.

If a child has a severe learning or behavioural need, a referral will be made to psychological services for an assessment in consultation with parents and carers. Further information on co-ordinated support plans, individualised educational programmes and additional support plans may be obtained from the school additional support for learning team.

Children who have special aptitudes or interests are supported and challenged to develop their full potential. The strategies to support highly able learners are varied, and specific to each child. Staff, parents, carers, pupils and partnership services and agencies work together to meet the needs of all to ensure we ‘Get it Right for Every Child’. You may hear this referred to as the ‘GIRFEC’ approach.

**We work in partnership with other agencies and professionals, for example, the City of Edinburgh Council ASL Service, Social Work Services, Educational Psychology Service, National Health Service and the parents and carers to make decisions with regards to the best possible education to meet the needs of your child within the resources available.**

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

**Enquire:** [**www.enquire.org.uk, 0**](http://www.enquire.org.uk/)**845 123 2303**

**Scottish Independent Advocacy Alliance,** [**www.siaa.org.u**](http://www.siaa.org.uk/)**k, 0131 524 1975 Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre)** [**www.sclc.org.uk, 0**](http://www.sclc.org.uk/)**131 667 6633.**

**Pastoral Support**

Our School Chaplain is based at Barclay Viewforth Church and works with us to support our school values. Any parent or family who would like additional support may contact him via the school or at Barclay Viewforth Church at [www.barclayviewforth.org.uk](http://www.barclayviewforth.org.uk)

**Sensitive Aspects of Learning**

A curricular programme of study is planned through our health and wellbeing topics and covers sensitive aspects of learning such as relationships, sexual health, parenthood and drugs awareness.

The class teacher will keep you informed if and when sensitive aspects of learning are to be taught.

**Transitions: Moving to a New School or Leaving School**

**This section gives information about transition. There are details about making a placing request to another school.**

**Transfer from Nursery to Primary**

Before leaving nursery, a transfer of information record for each child is prepared by nursery staff to ensure a smooth transition and continuity of education for each child transferring to primary school.

**Primary School Admissions**

Starting school is a very important milestone both for children, their parents and cares. The majority of our parents and carerschoose their local, catchment school and we plan our education provision to ensure we provide places for new children in their catchment school.

In the run-up to November's registration week for the new Primary 1 intake, your catchment school offers an opportunity for you to visit them. You may speak with staff, see how the school runs; see the class curriculum and view children’s learning on display. In many cases you may also have the chance to meet other parents and carers who already have children in school. This will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy.

**In times of school closure due to Covid-19, this may be done digitally.**

**Primary to Secondary Transfer**

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools, who will attend the same secondary school, will have the opportunity to meet and get to know each other and their teachers.

Parents and carershave an opportunity to view the school and are given an explanation of school life.

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

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

**Catchment Secondary School**

Boroughmuir High School Tel: 0131 229 9703

**Transition to Boroughmuir High School**

During the last years of Primary School, a programme for transition is agreed with Boroughmuir High School and cluster primaries: Bruntsfield, South Morningside and Buckstone Primary and starts in P6.

This contact culminates in a three-day visit by P7 pupils to Boroughmuir High School, during which they follow a sample timetable, meet the teachers and find their way about.

Parents and carersare also invited to meetings at Boroughmuir High School during the P7 year. Alternative arrangements are made for pupils who transfer to other secondary schools.

To ensure pupils have as smooth a transition from primary to secondary school as possible, records containing information relevant to their education and progress are transferred.

Similarly, if a pupil leaves Bruntsfield for another Primary School, records are passed on to the new school once enrolment is confirmed.

**In times of school closure due to Covid-19, this may be done digitally.**

**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 are requested to make a placing request. You may get an application form at any nursery or primary school in the city from mid-November. Forms must be returned to: School Placements, The City of Edinburgh Council, Level** **1.1,** **Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG (see application form for return date).**

**If you apply for a place after this date, your request will be considered but if you apply after the closing date places in your chosen school may no longer be available.**

**All parents and carers 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.**

Please be aware, in recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing request being refused.

**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 or carer may 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*.***

**Transport for Placing Requests**

**If a placing request is successful, parents and carers are responsible for the safety and transportation costs of their child to and from their chosen school.**

**Section Five: School Improvement**

**The section gives you an overview of the main achievements of the school within the last**

**12 months and performance information relating to literacy, numeracy and health and wellbeing.**

**Raising Attainment**

**Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Children and Families. We have been awarded ‘Very Good’ for Raising Attainment.**

**Standards and Quality Report**

**Every year each school publishes a Standards and Quality report which highlights the school’s major achievements.**

Please see our website for our annual Standard & Quality Report.

**School Improvement Plan**

Please see our website for our annual Improvement Plan.

**Transferring Educational Data about Pupils**

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

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

**What pupil data is collected and transferred?**

**Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate**

**Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The**

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

**Providing national identity and ethnic background data is entirely voluntary. You may 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 gives only a brief description of how we use data. Fuller details of the use of pupil data may be found on the ScotXed website** [**(www.scotxed.net).**](http://www.scotxed.net/)

**The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we shall make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data is done under the strict control of the Scottish Government, which ensures that no individual level data will be made public as a result of the data sharing and that 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 out with the Scottish Government.**

**Concerns:**

**If you have any concerns about the ScotXed data collections you may email the Senior Statisticia**[**n, scotxed@scotland.gsi.gov.uk or**](mailto:scotxed@scotland.gsi.gov.uk) **write to The ScotXed Support Office, Area 2D, 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-**](http://www.edinburgh.gov.uk/) **contains information for parents** **and carers and information on Edinburgh schools.**

 [**http://www.parentzonescotland.gov.uk- par**](http://www.parentzonescotland.gov.uk/)**ents** **and carers 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 carers and provides hyper-links to other useful organisations.**

 [**www.hmie.gov.uk - p**](http://www.hmie.gov.uk/)**arents and carers can access school and local authority inspection reports and find out more about the work of Education Scotland.**

 [**http://www.scottishschoolsonline.gov.uk –**](http://www.scottishschoolsonline.gov.uk/) **parents and carers 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.as**](http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx)[**px -**](http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx) **contains information for parents, carers and children on varying**

**forms of bullying and provides help for parents, carers and children who**

**are affected by bullying.**

 [**http://www.respectme.org.uk/ - S**](http://www.respectme.org.uk/)**cotland’s anti-bullying service.**

**Contains information for parents, cares and children on varying forms of bullying and provides help for parents, cares and children who are**

**affected by bullying**

 [**http://www.educationscotland.gov.uk/ - pro**](http://www.educationscotland.gov.uk/%20-%20pro)**vides information and advice for parents and carers as well as support and resources for education in Scotland**

 [**http://www.equalityhumanrights.com/ -**](http://www.equalityhumanrights.com/) **contains information for everyone on equality laws within the government and local authorities.**

**CfE Curriculum for Excellence**

**ASN Additional Support Needs**

**ASL Additional Support for learning**

**SQA Scottish Qualifications Authority**

**FOI Freedom of Information**

**HT Head Teacher**

**DHT Depute Head Teacher**

**PT Principal Teacher**

**CLD Community Learning and Development**

**GIRFEC Getting it Right for Every Child**

**SCN Scottish Candidate Number (unique to each child)**

**Parent and Carer Feedback**

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

***Tell us what you think***

**Your feedback will help us to improve our handbook.**

**Did you find**

**1. The handbook useful? Yes No**

**2. The information you expected? Yes No**

**3. The handbook easy to use? Yes No**

**Please tell us how we may improve the handbook next year.**

**Name of school:**

**Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:** Bruntsfield Primary School

**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.**

**Once again, I look forward to working with you and welcoming you and your child to**

**Bruntsfield Primary School.**

**Yours sincerely,**

**Carol Kyle**

**Head Teacher**

**Bruntsfield Primary School**

**The information in this school handbook is considered to be correct at the time of publication, however, it is possible that there may changes after publication.**