

WEST LINTON PRIMARY SCHOOL

School Handbook – Revised August 2019.





SCHOOL DETAILS

Head Teacher	Ms Jenni Curson
Name	West Linton Primary School
Address	Deanfoot Road West Linton EH46 7EX
Telephone	01721 726300
Twitter	@WestLintonPS
Website	www.westlintonprimary.org.uk
Email contact	WestLintonPS@scotborders.gov.uk
Current Role	234 (P1-7) 27 (ELC)



OUR SCHOOL

Our school building opened in October 2013 and sits in the heart of the beautiful village of West Linton. The school's catchment area extends beyond the village incorporating outlying areas and including the village of Carlops and parts of Dolphinton.

The school has a Head Teacher, Depute Head Teacher (DHT) and Principal Teacher. This year we have nine classes together with our Early Learning and Childcare (ELC) centre which offers both morning and afternoon sessions. Our learners are supported by our Additional Needs Assistants (ANAs) and we have visiting specialists in Art, PE and Music as well as a brass instructor.

Our building offers an excellent environment for learning - bright, spacious class areas, small tutorial rooms, a large games hall, separate dining hall and extensive school grounds with a Multi-Use Games Area (MUGA).

We have an active and supportive Parent Council and PTA who help us to deliver the school's improvement plans, provide us with additional funding, organise social events for our school community and enhance the learning within our school.

Our building is open to the community beyond the school day.

It is essential that our pupils' families feel involved and included in their child's learning. The support and partnership of our parents is actively encouraged through parental consultations, information evenings, open sessions within the school day, attending class assemblies, celebrating special occasions and events and both informal and formal reporting. Families and members of the community are always welcome in our school. Should you wish to visit please contact the school office by telephone or drop into the reception where you will be assured of a warm welcome.



WEST LINTON PRIMARY SCHOOL

Our Vision

‘Learning together to achieve our best.’

Our Values

Kind, Respectful, Honest.

Our Aims

- To ensure all pupils receive a high quality inclusive education in order to become confident individuals, effective contributors, responsible citizens and successful learners.
- To work in collaboration with our community and stakeholders to promote quality opportunities for our young people.
- To build and develop resilient pupils equipped to tackle problems in their life and learning with a growth mind set.
- To ensure all pupils are Safe, Healthy, Achieving, Nurtured, Active, Responsible and Respected.

NAMED PERSON

The Children and Young People (Scotland) Act 2014 includes making a Named Person available for every child, from birth until their 18th birthday (or beyond, if they are still in school). In most cases, the Named Person will not have to do anything more than they normally do in the course of their day-to-day work.

Most children and young people get all the help and support they need from their families, from teachers and health practitioners, and from their wider communities – the Named Person does not change these roles.

However, some families may need extra help and that's where the Named Person comes in. This means that the child and their family have a single point of contact who can work with them to sort out any further help, advice or support if they need it.

The Named Person for your child is Ms J Curson.



SCHOOL HOURS

Monday to Thursday	Friday
8.50am – 10.35am	8.50am – 10.35am
10.50am – 12.20pm	10.50am – 11.35am
1.10pm – 3.25pm	12.10pm – 12.40pm

During the normal school day, the bell rings at 8.50am and children line up outside the appropriate school entrance. There is no playground supervision before 8.50am, therefore pupils should not arrive at school until as near to the school opening time as possible.

During bad weather, the doors are open earlier in the morning to allow children access into school.

CURRICULUM

Scottish Borders schools follow a Curriculum for Excellence, a national framework which provides our children with learning experiences and opportunities to prepare them for learning, life and work in a changing world. Children learn actively in eight different curricular areas following a curriculum designed by each school to reflect their particular needs and circumstances.

All schools follow the same principles in designing the curriculum, aimed at ensuring that children have the experiences and opportunities to become –

Successful Learners
Confident Individuals
Effective Contributors
Responsible Citizens

Literacy, numeracy and health and wellbeing are addressed throughout the curriculum and children's wider achievements are fully recognised and celebrated, reflecting the value given to wider learning and children's experiences out of school. Children are fully consulted throughout their learning and in decisions about what they learn and how they learn it. There are opportunities throughout the school year for parents to receive information and be consulted upon the curriculum children are following, particularly in relation to more sensitive aspects of learning.

Religious and moral education is a core subject for all pupils attending primary and secondary schools in Scotland. Schools also provide opportunities for religious observance in order to promote the spiritual development of the school community. Parents can choose to withdraw their children from participation in religious education or religious observance. Parents wishing to do this should contact the



headteacher. The school will make arrangements for pupils to participate in a suitable alternative activity.

More general information regarding Curriculum for Excellence can be found at Parentzone (<https://education.gov.scot/parentzone>), a national resource developed by Education Scotland on behalf of the Scottish Government.

All our pupils have the opportunity to contribute to the wider life of the school. As a school we have a commitment to offer a range of extra curricular activities. These vary throughout the school year. We have ECO, Pupil Voice and Junior Road Safety Committees.

SCHOOL UNIFORM

We positively encourage the wearing of school uniform in the firm belief it encourages a whole school identity.

Guidelines:

White shirt or polo shirt.

Grey or black skirt, tunic, shorts or trousers.

Maroon sweatshirt or cardigan

Maroon or yellow checked cotton dress (optional)

Maroon Blazer or zipped outdoor fleece (optional)

Maroon and gold school tie (optional)

Ties, polo shirts, T-shirts, cardigans, sweatshirts and zipped fleeces are available to order from the school office or online.

Please note – children also need a pair of shoes to change into for indoor wear.

PE Kit

Pupils are required to bring a PE Kit consisting of plain shorts, a plain tee shirt, training shoes or gym shoes.

PE kit should be stored in a named bag and left in school during the week. Kit can be taken home any weekend and will be sent home at the end of every term.

Please name all items of clothing.



PARENTAL INVOLVEMENT

At West Linton Primary School we promote a positive relationship with parents and encourage them to become involved in their child's education.

Throughout the school session parents are invited into school to share in learning in classrooms, assemblies and presentations.

Parents have the opportunity to meet with staff twice yearly to discuss their child's progress in learning. Children's learning in jotters and PLPs is sent home regularly together with termly curriculum overviews.

As previously mentioned we have a very active and supportive Parent Council and PTA who work tirelessly for the school. They organise many events throughout the school year.

You can contact the Parent Council via Facebook, the parents section of the website or the email address below.

www.facebook.com/westlintonprimaryparents

www.westlintonprimary.org.uk/parents

westlintonparents@gmail.com

ENROLMENT

When parents move into the catchment area, they should contact the school to arrange a visit to the school and meet with the Headteacher or Depute Headteacher. They will also receive an enrolment form, school uniform order form and the latest school booklet.

For pupils starting ELC, admission forms for enrolment are available from the school office during ELC enrolment week which usually takes place in November each year.

For children starting P1 the following August, parents will be reminded in the local press about enrolment week when they should complete an enrolment form.

TRANSITIONS

Transfer from ELC to P1

The school's ELC class provides 20 morning and 20 afternoon places for children aged 3 - 5 years. ELC class provision is non-denominational. This means that all Early Learning and Childcare Centres are open to children and parents of all religions and beliefs. Placement in ELC does not guarantee a place in the primary school.

Starting school is an important time in the life of your child. We aim to make your child as happy and secure as we possibly can. We have a range of planned opportunities and events which help to support children to make a smooth transition



from being an ELC pupil to becoming a P1 pupil. These opportunities allow you and your child to become familiar with the school building, to meet with staff and other children and to find out about life in school and what you can do to support your child's transition. Our ELC class is very much a part of the school and makes use of school facilities, including the gym, music room and library. The children in our ELC setting have opportunities to work with our current Primary 1 pupils, for example by taking part in our Christmas Nativity and party together, joining the school for special assemblies and shows and then in the summer term collaborating with current P1 pupils in a planned topic which the children have chosen together.

We work closely with other ELC providers in our locality to provide children who do not attend our setting with planned transition dates in the summer term. During these times your child can come into school and begin to get to know their classmates and their teacher as well as familiarising themselves with the school building and classroom routines.

Documents entitled "*All About West Linton Primary School*" and "*All About Me*" are also distributed at this time and these will further enhance your child's transition.

Transfer from stage to stage

As children move from stage to stage, planned transition meetings take place between staff to ensure that important information and documentation is shared. This helps us to ensure pupils' learning experiences continue in a positive and progressive way from class to class and individual needs are shared and understood by all staff involved.

Transfer from Primary to Secondary

Pupils normally transfer to Peebles High School at the end of P7. A structured transition programme is in place to allow a smooth and effective transition between primary and high school. Pupils will visit Peebles High School during the year and will take part in induction days in June where they will find out their new classes and timetables for the new session. There are also meetings for parents during their child's P7 year. High School Guidance staff meet with primary staff to ensure important information is passed onto relevant staff.

Information on pupils who have additional needs will be passed on at specific transition meetings which take place throughout the Primary 7 year to ensure that both curricular and pastoral transition is smooth and that individual needs are met.



The contact details for Peebles High School are:

Peebles High School

Springwood Road

Peebles

EH45 9HB

Tel : 01721 720291

Website: www.peebleshighschool.co.uk for the school handbook

POSITIVE BEHAVIOUR

Our aim is to create a stimulating and safe environment and a positive ethos in which effective learning can take place. We believe in encouraging good behaviour through a values based whole school approach, which sets clear expectations for the behaviour of all our pupils and which provides a system of recognition.

Our policy is based on the principle that by providing a clear, consistent and positive set of behavioural expectations for pupils, disruptive behaviour can be kept to a minimum, allowing learning to be maximised and appropriate behaviour to be expected. Of fundamental importance is the aim to praise and recognise good behaviour. There is an expectation of mutual respect and good behaviour from staff and pupils alike.

BULLYING

*“All our learning settings will seek to enable and promote respectful relationships based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved. It is acknowledged that children and young people will disagree with one another, fall out, have arguments, or stop talking to each other. This should be distinguished from bullying behaviour. In an environment where this behaviour is not effectively addressed it could lead to bullying behaviour.”**

Through our whole school approach to encouraging positive behaviour and promoting respectful relationships, our aim is to deter bullying at West Linton Primary School. The children will be encouraged to view bullying along with any violent or aggressive behaviour as totally unacceptable. Pupils will be given strategies for dealing with incidents of bullying and will be encouraged to speak out against bullying.

“It is the responsibility of adults (parents and staff) to support, listen, respect and respond to the experience of the child or young person experiencing bullying behaviour. The effective management of bullying behaviour should be through dialogue and discussion.”



**Respectful Relationships Anti-Bullying Policy for Children and Young People's Learning Settings in the Scottish Borders. (November 2012)*

If you have concerns about bullying please notify Ms Curson (HT) or Miss Ferguson (DHT) or your child's class teacher as soon as possible.

HOME LEARNING

Home learning can be a very valuable addition to the work your child does in school and strengthens the communication between school and home. At West Linton Primary School we have adopted a balance of traditional homework activities and home learning activities which offer pupils personalisation and choice.

In Primary 1, teachers will provide the sounds the class are working on, so that recap and revision can take place at home.

From P2-7 task maps will be provided; these task maps will be for each class. This will ensure that the home learning tasks relate directly with the work going on in class.

From P2-6 the task maps will include literacy, mathematics and interdisciplinary tasks.

Primary 7 pupils, will have traditional literacy and numeracy homework tasks to complete; preparing them for homework at High School. They will also have interdisciplinary tasks on a task map.

Task map Home Learning will run for a whole week and will be related to one task e.g. A teacher will ask her class to complete a maths task on a Monday, to be handed in the following Monday. This is a minimum expectation and if pupils would like to complete more, they are more than encouraged to do so.

P2-7 will complete spelling homework. This will be compulsory for all classes due to the impact these spelling approaches have had on pupil attainment. The spelling homework will be given out weekly on a Monday and an assessment check up on a Friday.

P2 & 3 pupils will be given their reading materials from their classwork home for you to discuss and read with them.

All classes will be able to take their reading materials home for discussion and tasks related to their reading materials will be contained in their task maps.

When giving consideration to further reading, we know you will support and encourage your children in the reading of other texts that they both enjoy and that stimulate their own interests as well as reading materials provided by school.



Part of our Home Learning commitment, will also be our whole school focus on Building Resilience.

The Building Resilience work continues to help the pupils in their holistic health and wellbeing.

REPORTING

Reporting about each pupil's learning plays an important part in providing useful feedback about learning both for parents and carers and for other teachers and adults concerned with the young person's learning, progress and achievements.

Effective, constructive feedback to parents should be clear, positive, specific, supportive and give an honest appraisal of pupils' progress. Feedback will be provided for parents at parents' meetings, through Personal Learning Plans (PLPs) and in formal written reports.

At West Linton Primary School pupils are encouraged to reflect on their learning, thinking about what they have learned and how well they have learned. At West Linton parents are invited to meet their child's teacher in November and March to discuss their progress. PLPs are sent home termly together with curriculum overviews. This year our PLPs have been developed to provide ongoing, up to date records of significant progress and achievement throughout the session. A short summary of your child as a learner will be added to their PLP at the end of the school session and will detail their progress in learning in line with Curriculum for Excellence and will be sent out to parents in June.

SCHOOL IMPROVEMENT PLAN

You can read our School Improvement Report for 2018-19 on our school website or via this link;

<https://westlintonprimary.org.uk/downloads/>

You can find out about the school's plans for improvement for Session 2019-20 on our school website via these links;

<https://westlintonprimary.org.uk/downloads/>



GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

Taking care of our children's well-being and making sure they are progressing and achieving 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 (GIRFEC) approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

GIRFEC aims to improve outcomes for all children and young people. It promotes a shared approach that:

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

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

At any point in their time at school, pupils may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

Some examples of why a child/young person may require extra help with their education are:

- Bereavement or family illness
- Problems at home
- Bullying
- Being particularly able or gifted
- An illness, disability or sensory impairment
- Having English as an Additional Language

A child's needs may last for a short time and the problem may be resolved easily or their needs might be very complex and they may require additional support for a number of years.



If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our schools we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided.

The role of the Support for Learning team is not only to work with children supporting work in class and in smaller groups as appropriate, but also to advise staff as to what form that support should take and to help devise programmes of study where necessary.

In addition, we have a team of Additional Needs Assistants who also provide support to pupils across the school.

Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level, we recognise that parents may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education [Additional Support for Learning] [Scotland] Acts 2004 and 2009.

For more information you can contact

- Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576; www.siaa.org.uk
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741: www.sclc.org.uk



Keeping our children and young people safe in the Scottish Borders

CHILD PROTECTION

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.
- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for the setting is Ms J Curson.

[What to do if you have a child protection concern?](#)

It's everyone's responsibility to protect children.

If you have any concerns that a child is being harmed or is at risk of harm, please call without delay

01896 662787 (Duty Children and Families Social Work Team)

01896 752111 (Out of office hours that covers all areas)

Emergency contact

If you consider a child or young person is in immediate danger, call the Police on 999 immediately

[Need more information about keeping our children and young people safe?](#)

This [link](#) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

<http://onlineborders.org.uk/community/cpc>



CONSULTATION WITH PARENTS

In addition to PLPs, parents' evenings are held twice annually. If we have concerns we will contact parents at an early stage so that we may work together to resolve issues. Likewise if there is ever any concern about progress, please ring the school to arrange a time when the class teacher will be available to talk with you. The Head Teacher and Depute Head Teacher may also be contacted to discuss issues relating to individual pupils or to wider school issues. It is best to telephone to arrange a convenient time.

CONSULTATION WITH PUPILS

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives. Generally children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. While schools may not be bound by this they do consult with their pupils. At West Linton this includes formal consultation through our Whole School Voice Assemblies, Pupil Voice Group, Eco-Committee, questionnaires, suggestion boxes, focus groups and review and planning meetings, as well as arrangements we may make to consult with individual pupils at appropriate times.

This year our Pupil Voice group are supported by Miss Skinner and have a two – three pupil reps from each class.

All P7 pupils have a position of responsibility. This year we have Ministers for Sport, Ministers for Literature, Ministers for Play & Playground and Ministers for Competition & Houses. The children work in teams to promote learning in these areas and are given a large amount of personal responsibility to drive improvements in these areas, including decision making.

We are an Eco School and we have achieved our Green Flag. An Eco school is an international initiative aimed at raising environmental awareness in schools and putting over the message – Think Globally – Act Locally. The programme requires the school to look at nine key areas, which have an environmental impact; Litter, Waste Minimisation, Energy, Water, Transport, Health and Well Being, Sustainability, Biodiversity and the School Grounds. We have an Eco Schools Committee to promote this programme. Our Eco Committee are supported this year by Mrs Motley.

We have three P6 Junior Road Safety Officers (JRSOs) who promote road safety issues throughout the school and are supported this year by Miss Appleby.



HEALTH CARE

Should your child be taking medicine or suffer from a medical condition which might affect his/her school life, it is essential that you notify the school of the condition and its implications.

This information will be treated in strictest confidence to ensure the wellbeing of your child. Where necessary an Individual Education Health Care Plan will be developed for your child in consultation with you and relevant health services.

Should your child become ill or have an accident while at school that requires medical attention, we shall try to contact you by telephone, if this is possible, or arrange for a message to be sent to you.

All pupils will be offered the opportunity to participate in The Scottish School Based Immunisation Programme that is led by NHS Borders Health Board in partnership with education. Parents will be notified and invited to participate by the School Nursing Service when an age appropriate immunisation programme is to take place within their child's school.

CHILD PROTECTION

All SBC schools and their staff are required to follow the Scottish Borders Child Protection Committee's inter-agency child protection guidelines and procedures.

A key element in the procedures is that if a member of staff in a school is made aware of a concern (usually through a statement made by a child) or an issue that could have child protection implications, the member of staff will refer to the Child Protection Unit. The Children (Scotland) Act 1995 states that the welfare of the child is paramount and this must always be the sole consideration for the school.

In making a referral, staff will not be making any judgement on the strength or truth of the child's statement but must follow procedures to support pupils and staff. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities.

The child's parents or carer will always be informed as soon as possible about such disclosures and any action resulting from this. Keeping parents informed may not always be undertaken by school staff and could involve other organisations such as Social Work or Police. If the child protection issue is taken further, school staff will work with families to support children through the process. The school Child Protection Co-ordinator can be contacted to discuss any concerns that may arise.

At West Linton, Ms Curson (HT) and Miss Ferguson (DHT) are the Child Protection Officers.



FREE SCHOOL MEAL ENTITLEMENT

Scottish Borders Council can provide children with free school meals and assistance towards the purchase of school clothing. A young person who lives independently can apply in their own right if they meet one of the criteria.

All children between primary one to primary three are automatically eligible for a free school meal, for all other children to qualify in 2019/20, you must meet one of the following criteria.

Free school meals

- Income Support
- Income-based Job Seeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, with an annual income less than £16,105
- Both maximum Child Tax Credit and maximum Working Tax Credit with an annual income less than £6,420
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly income less than £610

School clothing and footwear grant

- Income Support
- Income-based Job Seeker's Allowance
- Any income related element of Employment and Support Allowance
- Working Tax Credit and/or maximum Child Tax Credit with an income less than £16,105
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit

The clothing grant is only paid once per child per school year between August and the following March.

RESILIENT SCHOOLS

After the severe winter in 2010 Scottish Borders Council prepared a system which aims to keep as many schools as possible open in bad winter weather, this is called resilient schools. Some people also refer to it as 'Snow Schools'.

In severe weather the Council's Resilience Team liaise with Police Scotland, the MET Office and Head Teachers. The weather is monitored continually and if the situation merits, the Director of Education will invoke resilient schools.

In severe weather the Council's Resilience Team may decide to invoke Resilient Schools. When this happens:



- Parents and school staff will be informed - this is normally done by Group Call for parents and business continuity for staff, information will also be available on this website, our social media and on local radio.
- Some schools may close - see the [full list of school closures](#) which is kept up to date. Details of this will also be available on our social media and local radio.
- Teachers living in the Borders will teach at their nearest schools - we have a mapping of the home addresses of teachers against local schools. This means during severe weather we can put in place an emergency staffing arrangement. This means teaching staff report to their local school if they are within walking distance. This allows the maximum number of classes across the council to open.
- School transport will not run - a large number of our staff live outwith the Borders - so under the system there will still be fewer teachers in relation to pupils. Therefore the system can only operate in circumstances where transport is not running.
- **Only children who can safely walk to school should attend** - pupils' safety is our main priority. It is ultimately your decision whether or not you think it is safe for your children to walk to school. Pupils who live in more rural areas and travel via bus, taxi or are brought by car from outwith the town - would not attend school under the Resilient Schools system.

This is an emergency arrangement and even though pupils may have a different teacher to normal - we are confident that this allows continuity in learning and as little disruption as possible to children's education.

Further information on the Resilient Schools system can be found at <https://www.scotborders.gov.uk/resilientschools> or you can contact the team on 01835 825108.

COMMUNICATION WITH PARENTS

The Children (Scotland) Act 1995 amended the definition of 'parent' in the Education (Scotland) Act 1980 to 'Parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person'.

Effective communication between schools and parents is vital. This can sometimes be difficult when parents separate or divorce. If parents are separated or a divorce was granted after November 1996 both parents will retain parental responsibilities, unless the court has specifically removed those responsibilities. In relation to placing requests, appeals against certain educational decisions and access to pupils' records both parents will normally have equal rights. The above definition may also give others rights.

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent(s) with whom the pupil resides will automatically receive all communication from the school. If a parent lives away from the family home we will check if they wish to receive information



about their child. If they do wish to be kept informed they will receive copies of reports and notification of Parents' Meetings. The parent with whom the pupil resides will be informed that this is happening.

The school is dependent on the parent with whom the pupil resides supplying the appropriate information, i.e. the address of the parent not living in the family home, details of Court proceedings prohibiting that parent's involvement in the child's education or any other relevant documentation.

Parents/Guardians should note that children can only be collected from school by the parent. If someone else is to collect the pupil the school should be informed in advance.



CONCERNS OR COMPLAINTS

We aim to ensure that your child is safe, happy and achieving their best at West Linton. If you are unhappy about any aspect of your child's education, it is important that you contact the school as soon as possible. There are several methods of communication: the most simple is to write a note to the class teacher in your child's homework jotter or reading record if you require clarification on any area of class work or home learning. If you would rather speak with a member of the leadership team, please phone the school office to speak with the Headteacher, Ms Curson or Miss Ferguson, DHT. We will endeavour to speak with you right away but if we are not available, we will make a separate appointment time to speak or meet with you.

When you have a concern we will listen to you, record what you are saying and investigate the issues raised then get back to you either in writing, by phone or in person.

If you are still unhappy about an issue, you should contact:

Ms Sophie Shorthouse Quality Improvement Officer for Tweeddale

or

Parental Involvement and Complaints Officer

at:

Scottish Borders Council Headquarters

Newtown St Boswells, Melrose, TD6 0SA

Tel: 01896 824000

