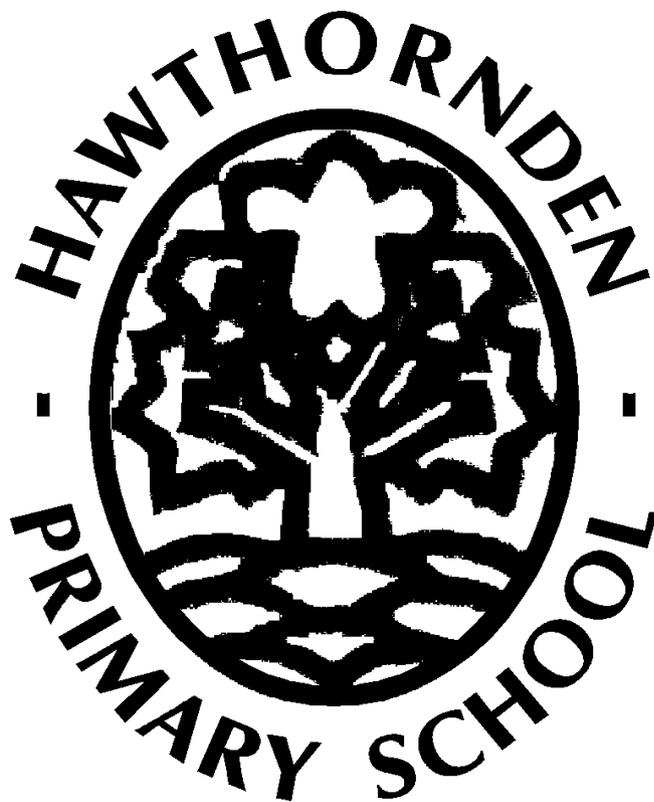


Hawthornden Primary School



School Handbook

**WELCOME TO HAWTHORNDEN PRIMARY SCHOOL
PARENTS' HANDBOOK**

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1. INTRODUCTION

Dear Parent/Guardian,

I am delighted to welcome you and your child to Hawthornden Primary School. I hope that your association with the school, as a parent of our children, will be a happy and satisfying one, enabling us to work together to educate your child for life.

The main purpose of this handbook is to provide, parents of prospective or new pupils, with information about the school. I hope that you will find it helpful. If you have any questions which are not answered by the following information or if there are any additions or amendments you would like to see included in the handbook, please let me know.

Of course it is only by visiting that you will get a true impression of our school and its facilities. Please feel free to arrange a visit. We will be pleased to show you around and answer your questions.

At Hawthornden we consider mutual understanding and partnership between parent and school to be very important in helping to make a child's experience here both happy and successful. We welcome parents' involvement and support in their child's education.

Our team of teaching and non-teaching staff is committed to providing the best possible educational experience for every child in our school. We look forward to working with you and your child.

You can be assured that we will do everything possible to make your child's time here at Hawthornden a worthwhile and rewarding experience.

Jackie Mellon
Head Teacher

2. BASIC INFORMATION ABOUT THE SCHOOL

SCHOOL CONTACT DETAILS	PUPIL ROLL	ASSOCIATED HIGH SCHOOL
Hawthornden Primary School Polton Avenue Road, Bonnyrigg EH19 2NZ Telephone 0131 271 4600 Email hawthornden_ps@midlothian.gov.uk	Primary: 285 pupils in 12 classes	Lasswade High School Centre Eskdale Drive, Bonnyrigg EH19 2LA Telephone 0131 271 4530 Head teacher: Mr C Hornell

THE SCHOOL DAY

Monday to Thursday

Primary 1 -3 8:45 - 12:00 & 12.45 - 3:15
 Primary 4 - 7 8:45 - 12:30 & 1:15 - 3:15
 Morning interval Primary 1 - 3 10.15 - 10.30
 Primary 4 - 7 10:30 - 10:45

Friday

8:45 - 12:20
 8:45 - 12:20

STAFF

HAWTHORNDEN PRIMARY SCHOOL STAFF AS OF August 2022

Headteacher	Mrs J Mellon
Depute Headteacher	Miss R Johnson
Support for Learning	Miss J Scott Mrs K Richmond Mrs W Townsend Miss C Neville
Homelink Teacher	Mrs Bowman
Teaching Staff	Miss Cairns
	Miss Hogg
	Mrs Dolan
	Mrs McIntyre
	Mrs Martin
	Mr Scalan
	Miss Noble
	Miss McGuinness
	Miss McLauchlan
	Mr McCutcheon
	Mr Hadnett
	Miss Bethke
	Mr Jones
	Mr Galbraith
	Miss Lindsay (Part-time)

VISITING SPECIALIST TEACHERS

P.E.	Mr K McGachie
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SUPPORT STAFF

Administrative Assistant	Mrs Scott - (Mon, Tues, Wed & Thurs)
Office Support Assistant	Mrs Boyle (am)
Office Support Assistant	Mrs Lawson (pm)
Caretaker	Ms Moffat
Learning Assistant	Mrs Lynch Mrs Muir Mrs Pendreich Mrs Swan Mrs Teasdale Mrs McIntyre Mrs Robertson Miss McGuinley Mrs Kelly Miss Campbell Mrs Grimley
Playground/Dining Room Supervisors	Mrs Murray

Please note that information about staff is subject to change, as personnel and complements may vary from year to year.

4. ENROLMENT

ENROLMENT TO PRIMARY 1

Enrolling your child is relatively simple. Midlothian Council will send information to all households in which a child is of age to begin their primary education. In respect of any requests for enrolment to a school outwith a local catchment area, information is also provided. Midlothian processes all such requests centrally, advising parents of the decision once catchment pupil numbers can be confirmed, normally in early April. You should enrol/register with your local catchment school even if you are planning to put in a placement request.

During registration week, you should bring proof of address, your child's birth certificate and details of your child's doctor as required as part of the registration process along with emergency contact numbers including mobile numbers. Should it not be possible to come to school during the registration week, alternative arrangements can be made through contacting the school.

In April, the School Office will contact you, when the school has confirmation from the Education Department that your child has been granted a place at Hawthornden if you are outwith catchment.

STARTING PRIMARY 1

The first year in school is extremely important in your child's education. We aim to make this an enjoyable, successful and secure time for children. We also try to make their entry to Primary 1 as welcoming as possible. After the Easter break, we write to invite Primary 1 intake parents and children to make visits to the school. We encourage all parents to take up these visits before starting in Primary 1 and should you be unable to attend these visits, an alternative opportunity to visit may be arranged by phoning the school on 0131 271 4600.

The arranged visits give the children an opportunity to see the school, become familiar with their new classroom and meet their teacher and non-teaching staff with whom they will be working. The children will also meet some of their new classmates. The visit also includes an opportunity for our parents and the school to discuss and prepare for the early experiences of Primary 1.

Primary 1 children attend on a phased basis over the first few days of term in August. This provides a more secure beginning, allowing staff time to meet children individually and providing parents with an opportunity to talk to teachers. Your child will attend school for mornings only for the first week then full days thereafter. As part of the pre-summer visits, your child will receive his/her school information booklet, to share and discuss with you. The booklet contains helpful information and photographs about the start of school.

ENROLMENT TO PRIMARY 2 - PRIMARY 7

Enrolment to P2 - P7 stage simply involves coming to the school office, asking for and completing the enrolment forms. Providing there is capacity in the class, a place will be offered. We encourage pre visits before enrolling to view the school and to meet key members of staff. An opportunity to visit can be arranged by phoning the school on 0131 271 4600.

TRANSFER TO HIGH SCHOOL

Children at the end of their Primary 7 education normally transfer to Lasswade High School. Parents of Primary 7 children are informed of the transfer arrangements by November of their child's last year in primary school and they are invited to parents' meetings at the secondary school at this time.

During the summer term visits to the secondary school are organised and at this time there is a very close interchange of information between the secondary staff and Primary 7 teachers. This is done to ensure that the transition from primary to secondary school is a smooth process.

05. OUR EDUCATIONAL AIMS

Our School Vision

#nurturingden

All learners at Hawthornden feel valued in a safe nurturing environment

#learningden

They understand and can describe what they are learning, how they are learning and where they will go next

#celebratingden

We share progress and celebrate successes and work together to ensure that children achieve their full potential

Our School Values

At Hawthornden we promote our **PRIDE** Values and look to spot these values in all members of our community.

P ositivity

R espect

I nclusion

D etermination

E mpathy

6. THE SCHOOL CURRICULUM

CURRICULUM FOR EXCELLENCE

Bringing **learning to life** and **life to learning**

Curriculum for Excellence is implemented across all Scotland for all 3-18 year olds - wherever they learn. It aims to raise attainment, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

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

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be many ways of assessing progress and ensuring children achieve their potential. There are Scottish National Assessments for literacy and numeracy which pupils at P1, P4 and P7 undertake.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new 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.

PROGRESSION

Your child will be encouraged to work and develop at a pace most compatible with his/her own needs. Clearly this means a different pace for different children. Within each class and in key subject areas, your child may be working in one of three or four groups, matched to ability. A child's rate of progress can vary as he/she moves through school, so there is always flexibility with regard to the group within which your child is working. Children can and do change groups.

The following section gives a general description of the content of our programmes. The children progress through these programmes at a rate at which they can be challenged and achieve success.

LANGUAGES & LITERACY ACROSS LEARNING

Language is at the heart of children's learning. It is through language that they acquire much of their knowledge and many of their skills. High priority is given, therefore, to developing pupils' ability to use English Language effectively.

Pupils will be taught to **listen** carefully and well, **talk** confidently and fluently, **read** with comprehension and enthusiasm, and **write** with expression, interest and accuracy. In this way, they will gain a sound knowledge of how language works and will become familiar with the many ways in which it is used.

MATHEMATICS & NUMERACY

Mathematics is used in all aspects of everyday life as well as in science, business and technology, and a solid foundation of learning in mathematics is very important for all children. There are four aspects of mathematics studied by pupils in the Curriculum for Excellence.

Information Handling is concerned with the gathering, organising, display and use of facts and figures and will involve pupils in carrying out surveys, using diagrams and tables, making graphs and using spreadsheets and databases.

Number, Money and Measure involves pupils in learning to add, subtract, multiply and divide, use money, work with time and investigate length, weight, area and volume. This aspect also focuses on the ability to carry out mental calculations.

In **Shape, Position and Movement**, pupils learn about geometric shape, symmetry, angles and compass direction.

In addressing all of the above, pupils will develop **Problem Solving and Enquiry Skills**, encouraging them to think, question and explain what they are doing in mathematics.

SOCIAL STUDIES & SCIENCE

In **social studies**, the emphasis is on: people, past events and societies, place and environment and people in society, economy and business.

In **science**, the focus for learning is on: Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.

From the earliest stages of pre-school learning, children try to make sense of the world around them. As they progress through primary school and beyond, they will be encouraged to develop an appreciation of the distinctive contribution that social studies and science make to their world and to also recognise the links between them. We emphasise the key skills of preparing for tasks, carrying out tasks and reviewing and reporting on tasks. As well as knowledge, understanding and skills, Social Studies is also concerned with developing informed attitudes and an appreciation of differences in ways of thinking, working and viewing the world. The development of informed attitudes in our children is a key objective in all aspects of work and school life.

EXPRESSIVE ARTS

The Expressive Arts (Music, Drama, Art and Design) play an important part in pupils' development. Each places special emphasis on developing creativity, imagination and personal responses in individual pupils. Teachers ensure that pupils experience a broad and balanced range of activities in each area of The Expressive Arts. We have specialist teachers in Music and Art and a range of visiting instrumental tutors.

HEALTH & WELLBEING

Health Education is featured in the curriculum under the broad elements of Mental, Emotional, Social and Physical Wellbeing. As well as Planning for Choices and Changes, Physical Education, Physical Activity and Sport, Food and Health, Substance Misuse and Relationships, Sexual Health and Parenthood. Health Education is also linked to other curriculum areas, and whole school projects, in particular in developing life-skills to promote positive informed healthy choices. Health Education also holds very close links with Personal and Social Education. We aim to help the pupils to acquire the relevant knowledge and understanding, not just of the human body and how it works but also of the social and emotional factors that influence health. At Hawthornden we encourage in our children a sense of responsibility for Health and Wellbeing of all in the school and foster links between school, home and community so that all are involved in a collective responsibility for promoting good health.

Health Education permeates our whole school ethos. Our school meals service promotes healthy ingredients and healthy choices. Personal and Social Development is a fundamental aspect of the education of the whole child. It is concerned with the development of life skills. All aspects of a child's experience, within and outwith school, contribute to personal and social development. Through our school aims and curriculum, we promote positive self worth and a regard for the value and needs of others, developing in our pupils the skills necessary to enable them to make informed healthy choices throughout their primary school years and beyond.

RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education helps pupils learn about important aspects of Christianity, and

other major religions, and to understand why people attach great importance to their religious beliefs. Pupils are also given the opportunity to think about personal aspects of religion and moral issues. Throughout their programmes of study we aim to support and encourage pupils' spiritual, moral, social and cultural values and to consider questions about meaning and purpose in life. While recognising the role of Christianity as the major religious tradition of this country, all pupils are encouraged to develop understanding of, and respect for, people of other faiths or beliefs and people who adopt a non-religious stance for living. Moral education permeates all areas of school life. Legislation allows parents right to withdraw, without detriment, a child from any religious observance or religious education. We aim to identify and agree suitable alternative arrangements, as appropriate, and encourage parents to share their wishes with the school.

SPECIALIST TEACHERS

P4 pupils, through Midlothian services, participate in an annual programme of swimming instruction at Lasswade High School. Our P5 pupils participate in an annual programme of skiing instruction at Hillend.

INSTRUMENTAL EDUCATION

We currently offer tuition in brass and woodwind.

It is not possible to offer tuition to all, in both of the above instruments, so a selection process is used. The criteria for selection are: availability of instruments, musical ability and physical development. A child may only receive instruction in one of the instruments above. The instrumental tutors make the final selection of the most suitable instrument.

We have a number of pupils who play musical instruments. The children and instrumentalists sing and play at our church services in the year and also perform at regular musical events for parents and the wider community.

7. ASSESSMENT AND REPORTING ON PUPIL PROGRESS

ASSESSMENT IS FOR LEARNING

There are various forms and methods of assessment to promote and support pace and challenge in pupil learning but the key purpose of any form of assessment is to have a positive impact on learning, teaching and future progress.

FORMATIVE ASSESSMENT

Teachers use a range of formative assessment strategies in the course of the daily work, to engage pupils more closely in their learning. Teachers in a range of lessons, share learning intentions, outcomes, success criteria, agree targets with pupils and encourage pupil self assessment and peer assessment.

SUMMATIVE ASSESSMENT

To help us in our tracking of individual pupil progress from Primary 1 to Primary 7, we carry out Scottish National Standardised Assessments in reading, spelling, numeracy and maths at P1, P4 and P7.

DIAGNOSTIC ASSESSMENT

Diagnostic Assessment normally involves specific individual forms of assessment which can be used to help us to identify the strengths and weaknesses of particular children in a specific aspect of progress. These are mainly used in our school by our support for learning teacher, in consultation with the class teacher and promoted staff.

REPORTING TO PARENTS

Two formal parent/teacher consultations take place each session. The first is held in Term 1 and the second takes place in Term 3, while, in Term 4, we issue the annual pupil progress report. This ensures that in each school term parents are provided with meaningful information on their children's progress. However, should you have a concern over any aspect of your child's progress and wellbeing in Hawthornden, at any time in the school year, please do not hesitate to contact the school at any point to arrange a meeting. Similarly it is our policy to contact parents at an early stage to support a pupil's learning and/or pastoral needs. Hawthornden strongly promotes a positive, active partnership between home and school.

8. HOMEWORK

Home learning is given out weekly across the school and varies in terms of expectations from class to class. Generally in P4-7 it will consist of a spelling task, reading task and some numeracy. We plan to review our home learning framework in session 2021-22.

Parents play a very important role in supporting homework, in the interest shown and in checking homework is completed regularly. In addition, parents and carers are encouraged to engage in different activities out of school to support their child's learning.

9. THE WIDER CURRICULUM

Within our limits of time and cost, all classes are encouraged to use the wider environment to provide a 'real world' context for learning. Classes will go on some visits to places and events such as the theatre, industrial and historical locations, museum or zoo. All outings are advised in advance by letter and permission is required for each individual outing.

However we ask parents to complete a form annually which allows us to take children out into the surrounding environment. This information is then updated by the school on an annual basis to ensure any additional medical matters are brought to the attention of the school.

RESIDENTIAL

It is our school policy to offer a one-week residential experience to all Primary 7 stage pupils. They will participate in a variety of outdoor activities such as climbing, abseiling, forest walking, archery, orienteering and compass work.

EXTRA CURRICULAR ACTIVITIES

We work closely with our Active Sports co-ordinator, in order to provide more expertise coaching in a variety of sports including lunchtime or after school clubs.

Activities on offer to the pupils before, during and after school vary from year to year since the pattern of activities depends on the changing expertise and interests of staff and pupils.

11. PUPILS WITH ADDITIONAL SUPPORT NEEDS

SUPPORT

Midlothian has a policy of promoting the inclusion of pupils with additional needs, including pupils with significant special needs. One of our stated aims is to *'motivate and encourage children to achieve their full potential - academically, socially, morally and emotionally.'* However it is recognised that some children may require additional time and resources to meet their needs. Support may be given in the form of consultation with the teacher. Direct support may involve withdrawal of pupils from class but is frequently classroom-based. Our support for learning teacher, learning assistants and class teachers work very much as part of a team in identifying and addressing support strategies appropriate to pupils with additional support needs.

PARTNERSHIP

The parental partnership is highly valued in Hawthornden and both parents and pupils are involved in setting up, where appropriate, an individual education plan, identifying specific and measurable long and/or short term targets, in consultation with school staff and potentially outside support agencies. The school will also agree with parents a regular arrangement for monitoring pupil progress in their targets and the arrangements and timescales for meetings with school staff and any outside agency staff who may be involved in supporting a pupil.

12. SCHOOL POLICY ON CLOTHING

The school promotes a strong positive image in our community. The Hawthornden logo and colours are part of the town's traditions and we hope your child will be proud to wear them. P1-6 pupils wear either a black or grey sweatshirt with our P7 pupils wearing a yellow sweatshirt. Our dress code forms an important part of the ethos of the school, encouraging a sense of identity and belonging. We believe that pupils arriving at school following the school dress code, demonstrate a readiness for their working day, whereas designer clothes and trainers are more suited to other occasions and events. We appreciate the support of all parents in the matter of promoting our dress code, which also allows for choice and comfort

in different weather conditions. For the purposes of good discipline, *football team tops* are not permitted at school. For health and safety reasons, jewellery or dangling earrings should not be worn in PE lessons.

HAWTHORNDEN PRIMARY SCHOOL DRESS CODE

- White shirt or blouse
- School t-shirt or polo shirt
- sapphire pullover, cardigan or school sweatshirt*
- Black, blue or grey trousers or skirt.
- For PE lessons pupils are required to wear black shorts, a polo shirt or t-shirt

*A teal hoody is available for our Primary pupils.

School dress costs the same as, or less than, many other kinds of clothing, particularly brand wear or designer items, the wearing of which can result in competition or peer pressures. School fleeces/jackets, sweatshirts, polo shirts and t-shirts, can all be ordered and obtained from the school.

ASSISTANCE WITH THE PROVISION OF CLOTHING AND FOOTWEAR

The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-based Job Seekers allowance or Income Support or Child Tax Credit but not Working Tax Credit within the limit of an annual income up to £16,010 will automatically qualify for such a scheme. Other cases will be determined by the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form, which is available from this school, or the Education Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG

Labelling

Please put your child's name on all items of clothing and footwear that he/she might remove during the school day, e.g. sweatshirts and fleeces.

13. STANDARDS OF BEHAVIOUR

POLICY ON POSITIVE DISCIPLINE

Hawthornden has a clear and positive approach to the management of pupil behaviour. This emphasises the importance we place on the individual pupil's well-being and progress. He/she will be actively encouraged to recognise and appreciate his/her own value as well as the value and worth of fellow pupils, school staff and the wider school community. We do have a Positive Relationships Policy that you can contact the school office for a copy of.

DEVELOPING DECISION MAKING SKILLS AND A SENSE OF RESPONSIBILITY

From the earliest stages, pupils are encouraged to develop responsibility and be involved in decision-making. At the start of each session, with their teacher, the pupils identify and agree classroom expectations which they feel will promote a safe, healthy and productive working environment. Discussions in class build on an ethos of trust and openness. They provide opportunity for pupils to raise matters of interest or concern in school life, again enabling pupils to feel an integral part of the decision-making process. Senior pupils monitor and assist younger classes e.g. during wet weather intervals and school sports. Playground Buddies from the senior classes will also have the responsibility of giving out playground equipment to the younger classes and help to make sure that everyone has someone to play with at break times. Each session, pupils are involved in leadership opportunities across the school.

BEHAVIOURAL ISSUES

Children may behave inappropriately when they are facing difficulties both in school and outwith the school environment. We will always seek to discover and support the reasons for any inappropriate behaviour. Close communication between home and school is therefore vital and every effort will be made to communicate clearly to maximise the value of the partnership.

THE PARENTAL PARTNERSHIP

The parental partnership forms an integral part of our approach to achievement in learning and promoting positive behaviour. Parents are informed and advised at an early stage of a concern involving their child(ren). There can be a number of reasons why a pupil has a behavioural issue. We address the needs of a pupil as an individual and it is only in partnership with his/her parents that we can effectively overcome a serious behavioural difficulty.

SCHOOL SUPPORT SERVICES

Hawthornden addresses pupil behavioural concerns within a whole-child context. When appropriate, a multi-disciplinary approach is implemented to address needs, through referral, with parental agreement, to the Team Around the Child meetings. This referral process enables a one-stop approach, bringing together, health, social work and educational agencies

to best support the needs of individual pupils.

BULLYING

Bullying, or behaviour seriously disruptive to the normal class or school routine, is unacceptable in Hawthornden. In these situations, parents are fully involved and the incident is logged. In consultation with parents, support strategies and clear positive behavioural targets are set for the pupil(s).

Should pupil behaviour continue to raise serious concern, despite all school support strategies, authority led procedures may follow. Exclusion is viewed as the most extreme sanction available to a school and is used for clear, explicit purposes:

- To safeguard the wellbeing and education of other pupils
- To safeguard the wellbeing of school staff
- To safeguard the wellbeing of the excluded pupil
- To notify a serious breakdown in communication between parent(s) /carer(s) and school

Important Note:

Under the terms of the Disability Discrimination Act 1995, it is illegal to exclude a pupil as a result of behaviour caused by their disability. An illustration provided by:

Within a positive whole-school ethos in Hawthornden, we develop trust, self-awareness and self-discipline, promoting in our pupils an expectation of good behaviour and a sense of responsibility towards self and others.

14. SCHOOL ATTENDANCE

Parents are responsible for ensuring that their child attends school regularly and on time. Details of all absences are collected by computer for the Scottish Government. Each absence has a specific code which must be marked against it. If your child has a dental or doctor's appointment during the school day the school should be informed that this is the reason for absence. Pupils arriving late for school cause disruption to the start of school routine, taking non-teaching staff from other duties to accompany pupils to classes. Pupils may miss important instructions issued to the class at the start of their day. Teachers may be required to repeat these instructions for the sake of one pupil. Please ensure your child arrives in the school grounds in advance of the 8.45am bell.

PERSISTENT LATENESS

In cases of unsatisfactory attendance or persistent lateness, set procedures will follow:

- Parents will be informed by letter of the concern, followed by a request for a meeting.
- Should no immediate improvement follow, the Head Teacher will ask for a meeting with the parent and child.
- Should the unsatisfactory attendance or lateness continue, the Head Teacher, following discussions with the Educational Welfare Officer and other agencies will decide whether the case should be referred further.

ABSENCE THROUGH ILLNESS

Should your child be unable to attend school due to illness or any other permissible cause. Please telephone the school by 9:00am if your child is unable to attend school that day. If no phone call is received we will endeavour to make contact with parents/guardians.

Holidays should be taken within the school holiday period but every session many requests are made for pupils to have holidays within term time. Guidance states that family holidays taken within term time will be classed as ***unauthorised absences***, and marked accordingly. Please do not hesitate to contact the school should you wish to discuss this further.

15. TRANSPORT

POLICY OF THE AUTHORITY AND LOCAL ARRANGEMENTS

The Authority's current policy is to pay the travel expenses of those pupils attending the catchment school who live more than two miles from that school.

* Forms and further information is available from the transport section (please refer to Useful Addresses section of this handbook)

Bus passes are issued where public transport exists. Contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are attending the catchment school and who are not normally entitled to free transport; however a charge may be made for this service.

Travelling expenses are also met in the case of any pupil whom the Authority requires to attend a school other than the catchment school, if the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, e.g. where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available. Parents who choose to send their children to other than the catchment school will not receive assistance in relation to travel to and from school.

16. SCHOOL MEALS / MILK

At Hawthornden, we encourage and support the concept of Healthy Eating. In a partnership comprising staff, children, parents, the Education Authority and Midlothian Catering Services, we aim to promote healthy choice and balance in our children's eating habits, both in our school meals service and through the school curriculum. By working together, we provide our children with the life skills necessary to make informed healthy choices. Pupils bringing a packed lunch also have seating in the dining area. Lunch times are supervised with reasonable manners and eating habits are encouraged and expected from all.

MENU LISTS

Midlothian Catering Services regularly send home advance menu leaflets for pupils and parents. Parents have found this useful as it gives the opportunity to discuss the menu with their son or daughter. The cost of a two-course meal, as of August 2021 is £2.10. As of January 2021, the Scottish Government announced that all P1-5 pupils are entitled to a free school meal.

FREE SCHOOL MEAL PROVISION

Under the Education Committee's policy, children in attendance at schools under the management of the Authority are entitled to free school meals if their parents are in receipt of Income Support or Income-based Job Seekers Allowance and Child Tax Credit but not Working Tax Credit (subject to a maximum annual income £16,010), both maximum Child Tax Credit (subject to a maximum annual income) or support under Part VI or the immigration and Asylum Act 1999.

Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals. Further information and an application form can be obtained from the school or from the Free Meals and Free Clothing Section, Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

SCHOOL MILK

You may order milk from school. This is issued daily in 1/3-pint cartons. The milk can be ordered annually or termly. A note of the costs is sent home at the start of each term. Milk is subsidised by Midlothian Council. Free milk will be available to all children in nursery education and to children of primary school age at primary and special schools if their parents are in receipt of (as above).

Nut-free products only.

Although we are unable to guarantee pupils do not bring products containing nuts to school, there are children in our school with nut allergies and we ask parental co-operation that products containing nuts are not sent to school as snacks or included in packed lunches.

Your co-operation in this matter is greatly appreciated.

17. HEALTH AND SAFETY

The Education and Children's Services Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. Schools' staff is fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

All Midlothian schools have access control systems. During periods when pupils are in class, visitor access to school is only available via the reception point in the main building. Visitors are asked to register and are issued with identification badges.

VEHICLE ACCESS

Vehicular access to our school is limited and staff and pupils monitor and revisit the issue of pupil travel to school on a regular basis. The authority advises that responsibility for the safety of the children on their way to and from school is legally a parental matter. Please follow traffic regulations in place in the vicinity of the school. They are there for the safety of the pedestrian child.

MOBILE PHONE USE IN SCHOOL

Our school recognises that for health and safety reasons some parents may wish their child to have a mobile phone. However the school is unable to take responsibility for such items. Phones should not be switched on during the school day or used in any way in the playground during break and lunch intervals. In this way we can ensure outside contact with pupils during the school day is possible only with the knowledge of school.

18. MEDICAL CARE

It is essential the school be advised of any special medical conditions or requirements involving your child, particularly in respect of conditions which may require essential or emergency administration of medication. This ensures the school acts appropriately should a medical situation arise. Forms are available from school for parents to complete in respect of the administration of medication to their child in school. Should a child advise of illness during the school day, parents may require to be called to collect the child. Please note children are not allowed out of school unaccompanied for any reason and in the event of a planned appointment during the school day, parents should report to reception to arrange the pupil to be collected from class. For reasons of health and safety, it is not appropriate for a pupil to wait at the school door or gate.

ACCIDENT PROCEDURE

In the event of a child having a serious accident, the school will arrange immediate medical assistance and then telephone the parent/carer or, if they are uncontactable, the emergency contact number. In the case of a less serious incident, we contact the parent/carer in the first instance.

Contact Details

Emergency contact details should be provided to the school at the time of enrolment, and should be kept up to date.

19. SCHOOL HEALTH SERVICE

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

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

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

The **school nurse** is involved with health promotion and education, prevention of ill-health immunisation, health surveillance and screening. The school nurse may be helped by a **health assistant** and have close working links with **community paediatricians**.

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

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

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

The school nurse carries out regular inspections of groups of children, gives advice on health and hygiene, tests eyesight from time to time and works with other services. Parents are not normally notified of screening tests (vision, hearing, speech) and any parent who wishes his/her child excluded should notify the school in writing at the beginning of the session. The attention of the doctor is drawn to any possible problems, and parents and the family doctor are informed if any further action is considered necessary. If you have concerns about your child's hearing the school can refer him/her to the appropriate specialist directly.

The **speech and language therapist** can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication. Appointments are normally arranged at the local Speech and Language Therapy clinic with follow up at school if required. Treatment, if you, a teacher or the school doctor feels that your child may have a speech or language problem. Speech and Language Therapists work closely with school staff and support is often provided as part of a support for learning programme.

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 can, together with yourselves, contribute to your child's overall wellbeing and development.

GUIDELINES ON THE TREATMENT OF HEADLICE

Although the Scottish Government has directed that schools no longer issue letters home when instances of headlice are reported, we believe it would be helpful to send out information on a regular basis.

Please note: Below are repeated the most recent guidelines issued from Lothian Health at the time of print:

INFORMATION FOR FAMILIES - DETECTION/COMBING PROTOCOL

Most infestation occurs in the home or close community contacts. You need:

1. A detection comb (from the community pharmacist or supermarket, etc)
 2. An ordinary comb
 3. Good lighting
- Detection combing is recommended at least once per week as routine and as soon as possible after any close contact has been found with headlice infestation.
 - Wash hair well, (conditioner may be applied to make combing easier) then dry it with a towel. The hair should be damp, not dripping.
 - Make sure there is good light. Daylight is best.

- Comb with a detection comb. Start with the teeth of the detection comb touching the skin of the scalp at the top of the head. Draw the comb carefully towards the edge of the hair. Look carefully at the teeth of the comb in a good light to see if any lice are present.
- Repeat this from the top of the head to the edge of the hair in all directions working round the head. It can take 15 minutes or so to do it properly for each head.
- If there are head lice, you will find one or more lice on the teeth of the comb.
- If you find what you think is a moving louse, stick it to a piece of paper and cover with clear adhesive tape. If necessary, show this to the nurse, pharmacist or GP for confirmation and advice regarding treatment.
- Clean comb under the tap. A nailbrush may help.

ADDITIONAL NOTES

- Check damp hair by combing at least once a week.
- Detection combs can be purchased from the community pharmacist. Some treatment preparations contain a detection comb.
- If you need help or advice regarding the detection procedure, ask your local pharmacist, school/practice nurse, community nurse, health visitor or GP.
- Do **not** treat unless you are sure that you have found a **living, moving louse**.

20. CHILD PROTECTION

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

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

Should you wish to discuss this or any associated matter further, please contact the Head Teacher (Mrs Mellon) who is the school's Designated staff member or the Depute Designated staff member (Ms Johnson) if unavailable.

21. OCCASIONAL AND EMERGENCY ARRANGEMENTS

Parents are informed by letter or newsletter in advance of planned closures for in service or holiday.

In the event of unplanned closure of the school, that is, in an emergency situation, parents will be informed by the most appropriate method. In the case of closure due to severe weather conditions, parents will be informed on arrival at the school and local radio will regularly broadcast information to parents.

It is against school policy for children to be allowed out of school unaccompanied. In an emergency situation, under no circumstances will children be sent home without a responsible adult to accompany them.

SUPERVISION OF PUPILS DURING BREAKS IN THE SCHOOL DAY **PLAYGROUND SUPERVISION**

At morning interval and lunchtime pupils are supervised in the playground. It is important that basic rules of conduct are followed at all times to ensure safety and the consideration of others. We will do whatever is possible to ensure a safe and enjoyable playtime for the children, and our playground supervisors are expected to take reasonable steps to prevent accidents and to ensure that basic good conduct is maintained. However it is not possible to guarantee that no such accidents will occur.

A note is sent home in the event of any minor head knock occurring during the school day and parents are advised by telephone of incidents of concern.

START OF THE DAY - SCHOOL OPENING

The authority does not provide playground supervisors in advance of the start of the school day and pupils are expected to arrive in school dressed for the prevailing conditions. However, in inclement weather, pupils are allowed access to the classrooms at 8:40, under the same conditions that apply during indoor intervals.

The children are supervised in the building and so should be able to come into the building by themselves. This avoids congestion and health and safety issues of wet floors and buggies in corridors.

INDOOR INTERVALS

During bad weather pupils remain in their classrooms over break and lunchtime periods. They will be supervised by Learning Assistants.

22. THE SCHOOL AND COMMUNITY

Hawthornden Primary has a strong, positive role in the community. This is important to all

involved in our school. We welcome, enjoy and benefit from the support of the local community. We see the members of our community as a valuable educational resource and welcome contributions to class topic work. Our pupils are encouraged to develop a sense of responsibility towards their community and local environment and to the people living in it.

Good links exist with our neighbouring nursery, primaries and with our local High School. Regular meetings and exchange visits are arranged throughout the session. Regular curricular opportunities are arranged with Lasswade High School.

23. PARENT COUNCIL

It is very important that the education of the individual child is seen as a shared responsibility of home and school. The partnership takes many forms, including learning at school and home, discussing and sharing concerns or difficulties, mutual support and practical assistance. For those parents who would be interested and available to help, there is opportunity to assist by helping directly in school, e.g. on educational outings and with school events such as the school fayre, curriculum evenings. We greatly appreciate the number of parents who offer their support to our activities.

HAWTHORNDEN PARENT COUNCIL

Our Parent Council is actively involved in the life of the school and supports the school in a wide range of activities. They have raised funds through social events for children and parents, special event discos for classes P1-3, P4-7 and a family quiz evening. The fund raising makes a significant improvement to all of our children's lives at school.

You are very welcome to come to the Parent Council meetings. We are very keen to have new, active members.

KEY MEMBERS OF THE PARENT

Aileen King - Chair

Louise Duncan - Secretary

Jackie Mellon - Headteacher

Ruth Johnson - Depute Headteacher

Class teacher representative (changes from meeting to meeting)

POLTONHALL AFTER SCHOOL CLUB - BASED AT LASSWADE HIGH

Poltonhall After School Club is a registered childcare service provider, with qualified experienced staff. They are based at Lasswade High School and serve Hawthornden, Burnbrae and St. Mary's Primary Schools. The Club runs 2:30pm - 6:00pm Monday to Thursday, 12:30pm - 6:00pm on Fridays during term time and 8:00am - 6:00pm Monday to Friday during most school holidays. For more information please contact Anne Elliot Co-ordinator on 0131 663 9723.

24. EMPLOYMENT OF CHILDREN

Children under the statutory school leaving age can only be employed within the terms of the Council's bye-laws on the part time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Further details can be obtained from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG.

25. SUMMARY OF CONTACTS WITH PARENTS

Reference has been made to contacts with parents in several sections of this handbook. I hope it is helpful to summarise below the methods of approach and approximate dates.

- **School Newsletters** are sent out monthly with information on matters affecting the school, as well as highlighting school events and activities.
- **Class newsletters** are sent home at the start of each term and normally relate to specific issues and events. Letters and bulletins may include a return or response slip.
- **Letters to individual parents** will normally be used to support home/school dialogue on a specific matter affecting the progress or well-being of your child. .
- A formal **report** of each pupil's progress is provided once each session.

26. COMPLAINTS PROCEDURE

The Headteacher and non-teaching promoted staff are available during the school day to discuss any concerns you may have over your child's progress and wellbeing, or the work of the school. It is not always necessary to make an appointment, although this can be advisable because of the busy life of a school. Usually parental concerns are resolved in partnership between home and school. The Education Committee has approved the following statement of principles and procedures.

PARENTS AND THE SCHOOL

Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more.

We will keep you informed of your child's progress and we will deal confidentially with any information, which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.

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

If you are concerned about...

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

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

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

In any event, the Head Teacher will notify you, normally within five working days, of the school's response.

It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

If you are dissatisfied with the school's response....

...please notify the Head Teacher that you wish to pursue the matter further.

He/she will either review the proposed action or notify you of the appropriate officer of the Education Authority whom you should contact (*See Useful Addresses).

Contact the named officer by telephone or by letter at Education and Children's Services Division headquarters.

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

Nearly all matters of concern are resolved through the above procedures. If you remain dissatisfied, please contact again the officer involved at stage 2; he/she will review the situation and/or indicate what other avenues are open to you.

In all cases, final appeal can be sought through the Chief Executive's office.

Information contained in this Handbook is accurate at the time of compilation, but is subject to changes in rolls, staffing and resources in future.

Jackie Mellon HT

22.8.22

Chief Executive	Kenneth Lawrie	0131 271 3002
Director, Education, Communities and Economy (PA Cathy Lailvaux)	Mary Smith	0131 271 3718
Head of Education (PA Julie Currie)	Grace Vickers	0131 271 3719
Head of Communities and Economy (PA Julie Currie/Lorraine O'Malley)	Ian Johnson	0131 271 3460
Head of Children & Families (PA Lorraine O'Malley)	Joan Tranent	0131 271 3721
Schools Group Managers	Nicola McDowell	0131 271 3726
	Julie Fox	0131 271 3725
	Craig Biddick	0131 271 3723
	Andrew Sheridan	0131 271 3701
	Maria Lloyd	0131 271 3724
Education Support Officer (ASL)	Laurinda Renton	0131 271 3737
Development Officer (ASL)	Isobel Roast	0131 271 3689
Principal Educational Psychologist	Leisa Randall	0131 271 6686
Manager, Lifelong Learning	Annette Lang	0131 271 3923
Education Support Officer, NQTs, etc	Sharon Smith	0131 271 3722
Placing Requests, and Primary School Swimming Programme	Fiona Campbell	0131 271 3733
Education Maintenance Allowance	Valarie Smith	0131 271 3772
Free School Meals and Clothing Grants	Barbara Scott	0131 270 6765
School Lets	Nicky McLean	0131 271 3655
Parent Councils	Business Services Support	0131 271 3705
Home to School Transport Section	Shona Mackie	0131 271 3739
Early Years Manager	Debbie Hunter	0131 561 5453
	Rob Beal	0131 271 3694

August 2018

27. USEFUL ADDRESSES

