

MELROSE  
PRIMARY SCHOOL



# School Information Handbook



“To be the best we can be”

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## Welcome

In welcoming new parents/carers and children to Melrose Primary School I wish to draw their attention to the school handbook. This handbook is written as a source of reference for all parents/ carers, children and anyone with an association with the school. It gives information on the philosophy that lies behind our work with children, answers questions about the school curriculum and gives details of the day-to-day running of our primary school.

We see it as our role to work together with parents/carers to provide our pupils with the best possible opportunities to enable them to be citizens of the future. We consider it important that parents/carers give their point of view. If there are any matters, which you would like to discuss, or if there is anything on which you need further clarification, please do not hesitate to contact the school.

A handwritten signature in black ink that reads "Gilly Innes". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

**Gilly Innes** Head teacher

## Our History

Melrose Primary School's vision statement 'To be the best we can be' guides and informs the work of the school. Melrose Primary School is a non-denominational school situated in the Scottish Borders serving the town of Melrose, surrounding villages and rural areas. It is part of a Learning Community of eight schools in the Earlston High School catchment area, almost all children from Melrose transfer to Earlston for secondary education.

The school consists of two buildings. The head teacher's office, a deputy head teacher's office, the school office, the Nursery, gym hall/dining area, the support for learning room, the library, one large general purpose room (audiovisual room) and the P1-P3, and P7 classrooms are located in the main building (the new school building). The P4–P6 classrooms, a deputy head teacher's office, a computer suite and a general purpose space – the 'Big Space' are located in the Annexe building (the original Grammar School building).

The children are grouped in classes from Primary One (P1) to Primary Seven (P7). There are thirteen classes in school with a total roll of approximately 340. Classes are organised in single-year or composite groups. Straight year groups do not exceed twenty five pupils in P1, thirty pupils in P2 and P3 and thirty-three in P4–7. Composite groups do not exceed 25 pupils.

The school Early Learning and Childcare facility (ELC) caters for up to 60 3 and 4 year-old children in two groups of 30 (morning and afternoon). The Early Learning and Childcare facility has its own 'Information for Parents' handbook; please ask at school for a copy.



“As a major investment  
in the future of our  
children we can provide  
them with roots and  
wings”



## Our Philosophy

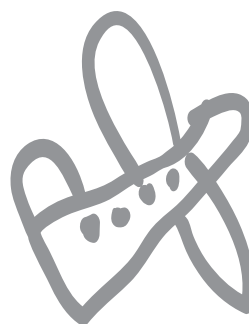
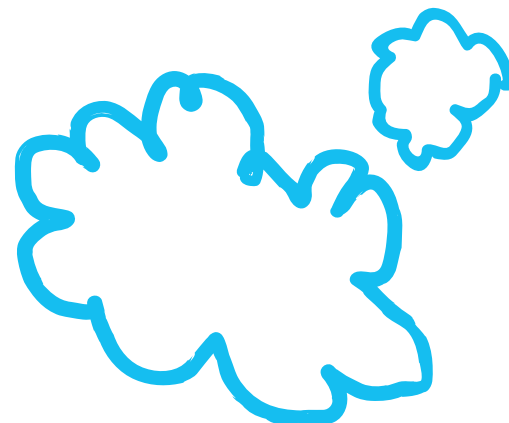
As parents/carers and teachers, our commitment to our children has at its base the provision of a solid, stable, daily life: 'the roots'. We must help our young people to learn to 'fly', giving them the space to become sure of their own capabilities, encouraging them to be aspirational, to aim high and to be ambitious: 'the wings'. This takes time, thought and courage on our part.

We all want our children to develop respect for themselves and to realise their importance and uniqueness in society, so that they grow into confident members of the communities in which they will live.

In Melrose, we want your child to achieve his or her full potential by the time of transfer to secondary school. We aim to make the school environment as stimulating as possible in various ways. Teachers give children the appropriate guidance as they work through each stage in their development. We aim to create self-reliance and self-discipline in our children so that their attitude to other human beings is one of respect and tolerance.

The principles of Curriculum for Excellence are at the heart of our planning and there is an emphasis on breadth, challenge and depth of learning. We recognise the importance of all aspects of a child's development and as children vary greatly in maturity, ability and aptitude, we try to enable them to progress at an appropriate speed. A significant part of our programme covers the teaching of basis skills which can then be applied in a practical manner to different areas of the curriculum.

We believe that their primary education will give all children the platform from which to 'fly' in their chosen direction.



## First Steps

### Enrolment to Pupils to Primary 1

Starting school is an important time in the life of your child; we aim to make children as happy and secure as we possibly can.

The process begins in November; parents/carers of children who reach the age of 5 years between the first day of March in one year and the last day of February in the following year are entitled to enrol their children in school during enrolment week in the November before a new school session begins in August. Notices will be placed in the local press and in the school before the enrolment date to give prospective parents as much notice as possible.

### Enrolment of Pupils to Early Learning and Childcare (ELC)

The process begins in November; parents/carers of children who reach the age of 3 or 4 years during the next academic year can enrol their child. A notice will appear in the local press. A request should be made to the school for an application form. If the nursery school has enough places to accommodate your child, there should not be a problem with enrolment. Nursery teachers will keep parents up to date with information by newsletter.

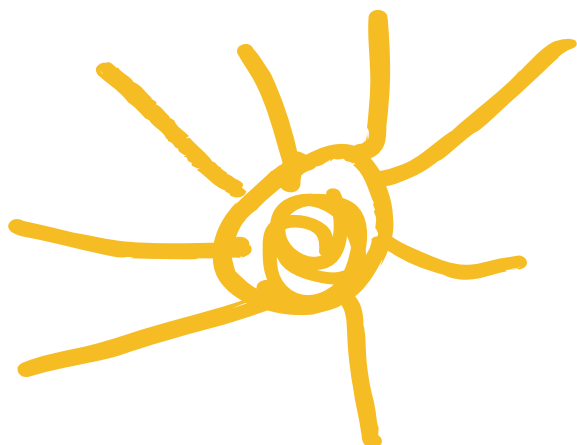
For further information about enrolment:  
<http://scotborders.gov.uk/info/878/schools?evacid=mp>

# Our Vision, Our Aims, Our Values

“To be the best we can be”







## Our Vision

At Melrose Primary School, our vision is:  
To be the best we can be

## Our Aims

This vision is embodied in our school aims.

We aim to:

- Strive for excellence
- Deliver rich & innovative learning experiences
- Deliver skills for life
- Cultivate individual qualities
- Actively engage and collaborate with our learners, families and community

## Our Values

Our five values act as guiding principles and standards to achieve the school's aims:

### Responsible

We are dependable. We always try to do the right thing.

### Respectful

We show consideration to others. We appreciate everyone's qualities and their contributions.

### Receptive

We are open to new ideas. We have a mindset of success.

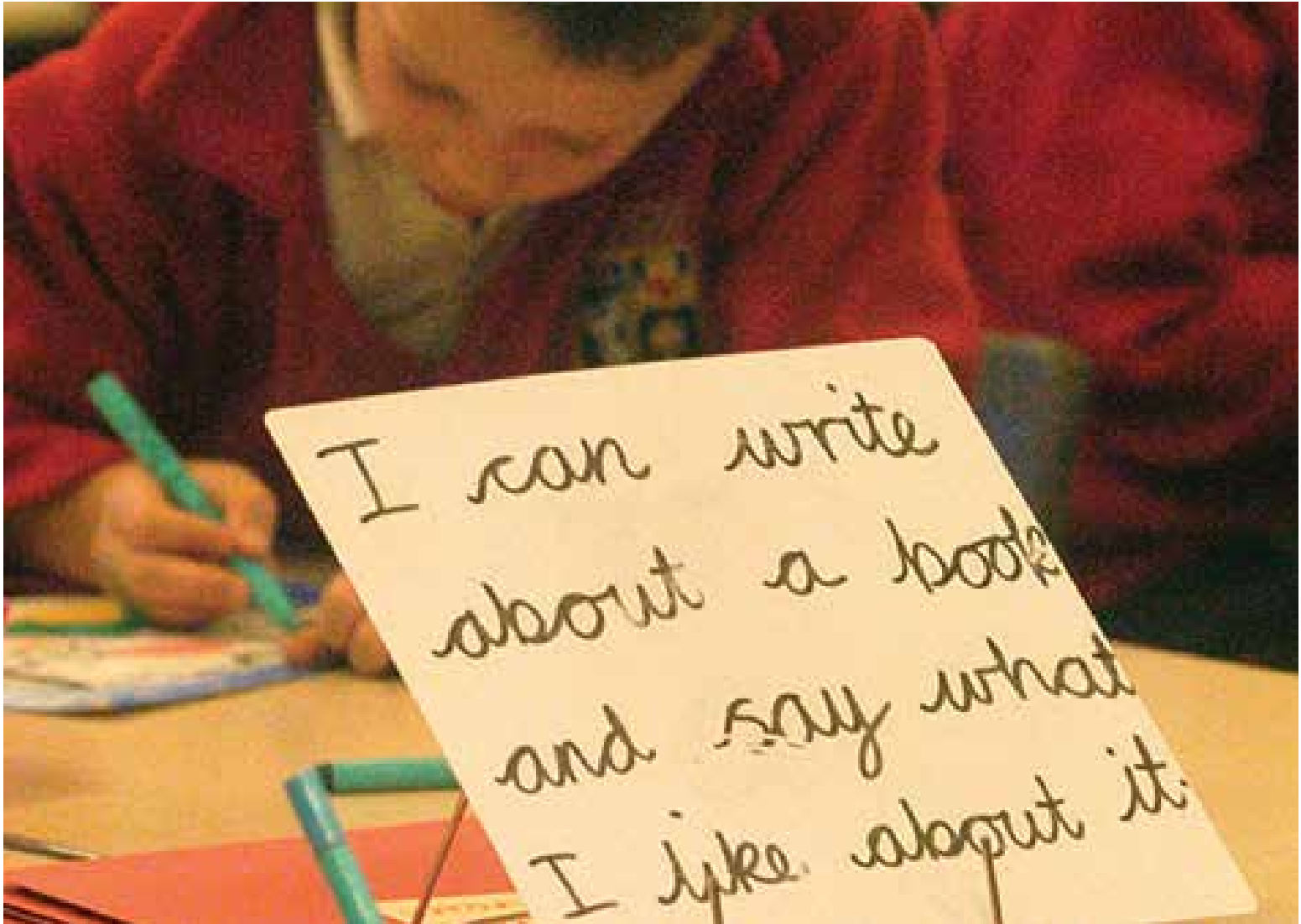
### Reflective

We honestly consider our approach to tasks and actions. We make positive choices and changes.

### Resilient

We bounce back from challenges and see them as learning. We have the self-confidence to achieve our goals.

# Teaching and Learning in School

A young child with dark hair, wearing a red sweater, is sitting at a desk and writing on a white sign. The child is holding a green marker. In the background, another child is also writing on a piece of paper. The sign is propped up on the desk.

I can write  
about a book  
and say what  
I like about it.

## Curriculum for Excellence

# Bringing learning to life and life to learning

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

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 that the change is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Every child is entitled to a broad and deep general education, whatever their level and ability. 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 judgments, challenge, enquire and find solutions. Progress is assessed in a number of ways to ensure that children achieve their potential.

There is personal support to help young people fulfill their potential and make the most of their opportunities with additional support wherever that is needed. All staff have a responsibility to look after our children's health and wellbeing to ensure that the school is a place where children feel safe and secure. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

Curriculum for Excellence balances the importance of knowledge and skills, and is defined by capacities, principles, experiences and outcomes. The capacities aim to develop successful learners, confident individuals, responsible citizens and effective contributors. The design of the curriculum is based on seven principles – challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

**The curriculum areas are:**

- Languages  
English and Literacy (across learning)  
Modern Languages
- Mathematics and Numeracy (across learning)
- Health and wellbeing
- Expressive Arts (Art, Music, Dance, Drama)
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

There is constant integration of activities in the day-to-day work of a busy primary school. We recognise the need for our children to be taught 'the basics' in Mathematics and Language. We still see value in children learning multiplication tables, learning new vocabulary in spelling and the practice of reading on a regular basis. This is reflected in our day-to-day teaching, and we also look at new initiatives in teaching and learning and put these into practice. In-service training days for teachers help keep us up to date with new developments in Scottish education. We aim to keep parents up to date with changes in the school curriculum through regular and varied communication methods.

**Languages****English and Literacy**

Literacy is at the heart of children's learning, and is central to their intellectual, social and emotional development. We place a high priority on developing in children the ability to use Literacy and English skills appropriately to ensure they have a sound basis for their development as lifelong learners, enabling them to reach their full potential. Literacy skills are developed in varied ways and through differing and meaningful contexts, including interdisciplinary approaches through other areas of the curriculum.

**Listening and Talking**

We develop children's listening skills through techniques designed to extend children's capacity to listen and talk purposefully, to share and question ideas and opinions respectfully, and to communicate clearly. Children become confident individuals through interacting effectively with others. We provide opportunities to communicate in a range of contexts, for relevant and real purposes and audiences.

**Reading**

We have a comprehensive approach to teaching reading which incorporates introduction to a variety of texts, teaching of a range of reading strategies and integrating reading across the curriculum. We have access to high quality reading materials and a school lending library managed by parents to promote reading for enjoyment.

**Writing**

We aim to develop a high level of skill in writing and a secure understanding of how written language works. Writing in its many forms is an important part of all

curricular areas and will be continuously developed and consolidated throughout a child's time at school. The teaching of writing will develop knowledge of technical aspects of writing and spelling, will consider writing for different audiences and purposes and will use experiences to motivate and engage children in written tasks. At Melrose Primary School we use a cursive handwriting script.

**Modern Languages**

'Learning other languages enables young people to make connections with different people and their cultures and to play a fuller part as global citizens'.

*[Building the Curriculum 1]*

We begin the teaching of French through games, stories and songs in the nursery stage and build on this progressively across the school, promoting the confidence to pick up further languages, to help increase understanding of other cultures and to boost children's ability to communicate. In P6 and P7, French is also taught through more structured lessons.

**Mathematics and Numeracy**

It is vital that children gain understanding of mathematical concepts through experience. This happens with structured mathematical activities in a relevant context. There is a strong emphasis on pupils having a firm grasp of number facts and developing the ability to use them in mental calculations. Mathematics is structured within three main categories – number, money and measure; shape, position and movement and information handling.

We provide rich and supportive learning environments, and use a variety of teaching approaches, including active learning and appropriate and effective use of technology. We actively promote and create opportunities for children to experience the relevance of mathematics in modern, everyday situations including problem-solving activities to develop independent thinking and ensure that numerical and analytical skills are developed. When possible, we link numeracy activities with work in other curricular areas and use ICT to enhance learning. We believe this gives our children a good mathematical basis on which to lay foundations for later study.

### Health and Wellbeing

Health promotion is a school priority; we promote a positive ethos and positive relationships to support and nurture a healthy lifestyle. We aim to be a health promoting school through our day-to-day activities, as well as through the planned curriculum. We aim to enable pupils to:

- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education
- establish a pattern of health and wellbeing which will be sustained into adult life.

You will be informed of particular aspects of health and wellbeing being covered in school e.g. sex education for older children. When appropriate, we use specialists out with the school community to ensure that children are learning in the most effective ways. We have specialist provision

for teaching and learning in Physical Education (PE), and allocate a minimum of two teaching hours to PE per week. Pupils will have the opportunity to be creative, imaginative and to develop their interests and skills. Fostering health and wellbeing is a joint responsibility between home and school. Good two-way communication is vital for the continued physical, social and mental wellbeing of our children, and we value communications relating to the health and wellbeing of pupils.

### Expressive Arts

Art and design, dance, drama and music provide children with opportunities for presentation, performance and engagement with these subjects. We value highly the importance that the role of expressive arts plays in the life of the school, and through regular involvement, we encourage pupils to express themselves in innovative and motivating ways. We provide a rich, supportive environment which promotes active involvement, creativity, partnerships with professionals, and which connects to the experiences of the pupils. From time to time we have a visiting music or drama teacher to help ensure that pupils experience and enjoy the opportunity to be creative and imaginative and have opportunities to nurture and develop their interests and skills. The majority of activities are practical and experiential, promote an appreciation of cultural activities and enrich pupils learning.

### Religious and Moral Education

Religious education is taught at all stages and includes some aspects of the many different religious and social practices throughout the

world. We seek to enable children to:

- recognise religion as an important expression of human experience
- learn about the beliefs and values, practices and traditions of Christianity and some other world religions
- recognise the place of Christianity in the Scottish Context
- investigate, recognise and understand religious and non religious views, religious diversity and the importance of religion in society.

School Assemblies are held regularly. Parents have the right to request that pupils do not take part in religious studies or assemblies.

Parents should contact the school to arrange a meeting so an alternative provision can be made.

### Sciences

Teaching of the sciences reflects the important part science plays in our Scottish heritage and the everyday applications of science in our lives. It also provides opportunities to develop the natural curiosity and fascination of children in new discoveries and technologies. Teaching and learning approaches are carefully planned to stimulate and motivate children, promote enjoyable and engaging learning, while maintaining flexibility to meet individual learning needs. Opportunities to deepen understanding, promote or challenge thinking, and consolidate and apply learning are created through experiential and contextualised learning approaches. The local environment, whenever possible, is used to support learning and teaching.

### Social Studies

In social studies, children will develop their understanding of the world by learning about other people and their values,

in different times, places and circumstances. Children will develop an understanding of democracy and citizenship, explore and evaluate different types of evidence, develop their understanding of the history, heritage and culture of Scotland and appreciate its place within the world. Learning through Social Studies will support a greater understanding of how to influence events by learning about human activities in the past and present. Active learning approaches provide opportunities for children to observe, explore and experiment to support and promote understanding.

### Technologies

The use of technology is integrated into the pupil day through the use of interactive whiteboards. The children's learning experience is enriched by programmes in language, maths and topic work. ICT is an important element in many of the cross-curricular projects undertaken by pupils. We plan opportunities in the learning and teaching of technologies to reflect individual and local needs and to make connections across and between other subject areas. We prioritise ensuring excellent access to ICT at Melrose Primary School, as we strongly believe this promotes curiosity and innovation, develops skills, knowledge and understanding which support learning beyond school and enrich the experiences of children.



### Homework

Homework tasks may cover a broad variety of activities including reading, research, spelling, tables/number practice, maths, writing, etc. Homework is not given without prior teaching or explanation in class. We value homework as an opportunity for parents and carers to work in partnership with the school and take an active role in their child's learning.

### Assessment

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's progress and achievements and to identify next steps in learning. Teachers will use a range of assessment approaches to assess the different types of achievement across the curriculum. All assessments provide information about pupil progress and the effectiveness of learning and teaching, and help to inform future planning.

### Reporting

Reporting comprises of a range of approaches:

#### Personal Learning Planning (PLP)

- Teaching and learning overview each term which includes ways parents/carers can help
- Targets
- Pupil evaluation of and dialogue about learning
- Teacher feedback on progress and next steps in learning
  - each term literacy, numeracy, health and wellbeing
  - throughout the year other curricular areas
- Pupil achievements
- Parent/carer feedback on learning
- Pupil as a learner annual (March) report written by the class teacher.

**Children presenting learning** for example at assemblies and open afternoons/mornings.

**Parents Consultation meetings twice a year** (November and May). Information about progress and achievement in relation to National expectations based on Curriculum for Excellence levels and the support and challenge in place will be shared.

#### Progress and absence overview annually (June)

This gives an overview of learner's progress against National expectations for literacy and numeracy defined as working below National expectation, on track to achieve National expectation, working beyond National expectation and level of attendance.

#### Formal, or on request meeting

Our aim is to ensure that reporting is proportionate to the needs of learners and parents/carers and also manageable

for teachers. It also reflects the way teaching and learning takes place in Melrose Primary School and Early Learning and Childcare (ELC) through which learners are fully supported and engaged in the assessment and reporting process.

### National Framework

The framework of experiences and outcomes is designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty, and those who are particularly able or talented. Below is an outline of the broad expectations about progression through curriculum levels:

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third & Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

### Curriculum Policies and Programmes

We have national, school and local authority policies, programmes, position statements and guidelines which are being amended and adapted to align them with Curriculum for Excellence. Find out more about the school's curriculum from: Parentzone: <http://www.educationscotland.gov.uk/parentzone/index.asp>  
Education Scotland: <http://www.educationscotland.gov.uk/>  
Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

### Extra Curricular Activities:

Extra curricular activities are offered at times throughout the school session and vary from year to year and vary depending on volunteers and hall/room/space availability e.g.

Football	P1–7	Saturday mornings	Music/Singing	P2–3	after school
Rugby	P5–7	after school	Athletics	Various stages	after school
Hockey	P6–7	after school	Basketball	P6–7	after school
Netball	P6–7	after school	Homework	P5–7	lunchtime
Athletics	P6–7	after school	Kwik Cricket	P4–6	after school
Dance	P4–7	lunchtime	Choir	P4–7	after school

# School Support Services



# Special Educational Needs



## Additional Support for Learning

At any point in their lives, children or young people 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 may require extra help with their education are:

- bereavement or family illness
- problems at home
- bullying
- being particularly gifted or able
- 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. 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 are recognised, and appropriate support can be provided. You can also speak to the Education Team Leader at the Integrated Children's Services office, 10–12 Galapark, Galashiels Tel: 01896 661880. Further information available from the SBC website: [http://www.scotborders.gov.uk/info/886/additional\\_support\\_needs](http://www.scotborders.gov.uk/info/886/additional_support_needs)

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 or young people 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.

A good place to find independent information about Additional Support for Learning is 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](http://www.enquire.org.uk), or call on **0845 123 2303**. Or contact the Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; [www.sias.org.uk](http://www.sias.org.uk)

Our Support for Learning teacher works with pupils of all abilities and all stages, and acts as an advisor to class teachers and additional needs assistants. We also refer children to other agencies for further assessment or advice. Parental permission will always be obtained before referrals are made, and any feedback will be shared.





### Behaviour Support

We benefit from having the services of a specially trained teacher who is able to give advice and support to teachers who have children in their classes experiencing behavioural difficulties.

### Speech and Language Therapy

A Speech and Language therapist visits school to carry out specialist work with individuals or groups of children in speech and language development. Parental permission is always obtained.

### Educational Psychologist

If a child is giving significant concern with their school work or behaviour, we may suggest to parents that the educational psychologist should assess the child. Before any decisions are taken regarding the referral, there are separate processes to get through, and parents are required to give written consent. We would hope that we reach this stage through consultation between home and school to best meet the needs of the child.

### Health Service in School

The school has regular access to the school nurse or doctor to help with health problems in individual children.

**The school doctor** will undertake some medical examinations in Primary 1 during the first year of primary schooling. Parents will always be consulted and invited to attend the examinations.

**The school nurse** makes regular checks on general health throughout the year, and is available to give advice on any growing up problems which children may have. She also supports the teaching of sex education in Primaries 6 and 7.

**The school dentist** is available throughout the year to provide check-ups and treatment.

All children have their hearing tested in Primary 1 and Primary 3. If a parent feels that their child has a hearing difficulty, they can contact their G.P who will refer them to the audiometric service based at the Borders General Hospital.

**Home/School Link Worker** provides support to develop positive home school relationships, and will work closely with both families and school to help ensure that each child has the opportunity to fulfil their potential.

**Instrumental Tuition** is provided by an instructor who visits the school regularly to give lessons in brass, violin and cello. When vacancies exist, pupils at a particular stage from P4–7 will be given the opportunity to learn an instrument. Instruments will be lent to pupils. Parents are asked to make a payment to Scottish Borders Council for lessons.

**The Countryside Ranger Service** is an excellent resource for teachers involved in projects on nature or local area studies, supporting out of school visits to local areas of interest.

**The Outdoor Education Service** provides expertise and information about learning beyond the classroom.

# School Improvement Plan



# School Improvement Plan

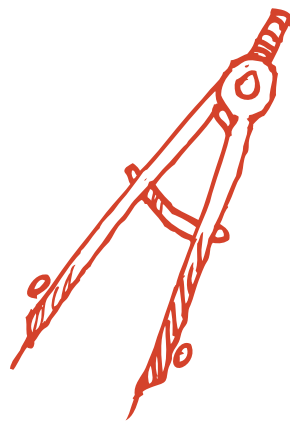
The School Improvement Plan identifies and gives some detail of proposed developments for the current session. The plan is written annually and takes account of school needs and priorities as well as Council and Scottish Executive priorities. The key purpose of the plan is to provide a structure to help support and improve the achievement of pupils. Parents will be consulted on the content of the plan as appropriate.

### **School Improvement Report**

A School Improvement report is issued annually by school. The report is an evaluative summary of the work of the school, covering school self-evaluation, monitoring and development planning. Parents may request a copy of the School Improvement Plan and the School Improvement Report.

Both the School Improvement Plan and Improvement Report are posted on the school website:

[www.melroseprimaryschool.org.uk](http://www.melroseprimaryschool.org.uk)



# General Information



## General information

Please contact  
the school if  
you have any  
other queries

### **Additional Support Needs/Accessibility Strategy**

The school has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access, provision of an interpreter or agreeing a phone contact system to provide direct feedback to parents and carers.

### **Admission to School**

In common with all other schools, we enrol pupils throughout the school year. We welcome enquiries from all parents, whether they live in Melrose or outwith the area. First contact should be made with the school office, and an appointment can be made to speak to the headteacher. Parents will be provided with a School Handbook, and children will be welcomed to our community.

### **Attendance and Absence**

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised: e.g. unexplained by the parent/carer (truancy) or excluded from school.

Pupils are expected to be in school punctually for 8.45 a.m. every day. We are required to have an explanation for all pupil absences. Please inform the school by letter or phone before school on the morning of your child's absence; otherwise, you will be contacted to check that your child is safe. Please give your child a note on his/her return to school, confirming the reason for absence.

Parents/Carers do not have an automatic right to take their child out of school without permission during term time. The Head of Establishment can only authorise time off during term-time in exceptional circumstances.

Exceptional circumstances include:

- short-term parental/carer placement abroad
- family returning to its country of origin for family reasons
- the period immediately after an illness or accident
- a period of serious or critical illness of a close relative
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation

Time off during term time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- availability of cheap holidays or desired accommodation
- holidays which overlap the beginning or end of term
- with no explanation from the parent or carer, the absence is recorded as unauthorised.

Please give very careful consideration to taking children out of school during term time. It is not possible to give children schoolwork to take with them; lessons are interactive with direct teaching taking place. Parents wishing to take their children out of school for a period of time should inform the headteacher in writing in advance of the break. All holiday absences in term time are recorded as 'unauthorised'.

### **Child Protection – Responsibilities of the School**

All Scottish Borders Council 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 staff member in a school is made aware of a concern (usually through a statement made by a child) of an issue that could have child protection implications, the member of staff has no option but to refer the child to the school's child protection co-ordinator. 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 judgment on the strength or truth of the child's statement but must follow procedures to support pupils. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities.

The child's parent 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 staff or the 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 is Mrs Innes who can be contacted to discuss any issues that may arise.

Useful websites providing information on dealing with child protection issues for children, young people and their parents and carers are: [www.infoscotland.com/childprotection](http://www.infoscotland.com/childprotection) and [www.childline.org.uk](http://www.childline.org.uk). These sites also provide advice on the steps you should take if you have concerns on a child protection issue.

### **Communications from School**

General newsletters are issued regularly to all parents and others connected with the school. The newsletters cover aspects of the life of the school and give information about events and activities. Most communication will be sent by email or text message unless a family requests otherwise. From time to time you will be asked to return permission slips for outings, sports activities etc. Please note that unless permission is given children may not take part in the outing and will remain in school.

### **Community use of the School**

After school and evening use of the school is made regularly by various community groups – Rainbows, Brownies and Guides, Melrose Waverley tennis club, a community dance group, and a karate club.

### **Complaints**

Any complaint made by parents or others will be taken seriously, investigated and dealt with. A school code of practice for dealing with complaints may be found in Appendix IV.

### **Data Protection Act 1998 and Freedom of Information (Scotland) Act 2002**

Information on children and young people, parents and carers is stored on a computer system, and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. See Appendix V for information on 'Transferring Educational Data about Pupils'.

### **Parental Access to Information**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The legal right of access includes all types of "recorded" information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions. For further information please contact the school. Information is provided on the Scottish Borders Council website.

### **Emergency Contact**

It is vitally important that we are able to make contact with parents or other named persons in cases of emergency, illness or school closure. Please make sure that we have up-to-date contact information. Every attempt will be made to contact you by telephone, voicemail or text message. Also, please let us know about changes at home which may have a bearing on your child's education and wellbeing.

### **Health and Safety**

The school conforms to the Health and Safety at Work Act 1974, a copy of which is displayed in the staffroom. Fire drills are held regularly, at least once a term, to ensure quick and safe evacuation from the building. We also have in place a procedure for dealing with bomb threats (hoaxes and real incidents).

For obvious safety reasons, children should not walk through the car park; the recommended safe route to school is the path in the Gibson Park. Children may be dropped off in the main road in sight of the lollipop man. Alternatively, parking places are available at the Health Centre Car Park or in St Mary's Road. Please use the path at the side of the Gibson Park. Please note that school car parking spaces are not for use by parents.

### **Administration of Medicines**

Before any prescribed medicine is administered, parents must complete a form giving necessary consent and information. In accordance with Council policy, non-prescribed medicines will not be given in school. If your child uses an inhaler, please let us have information about how and when it is used. Action Plans will be drawn up for children who may require emergency care, e.g. for allergies.

### Dental Care

The school dentist visits school annually to carry out a check of children's teeth, with parental consent. The dentist may be contacted by leaving a message with the dental secretary on **01896 822167**.

### First Aid/Medicines

Some members of staff are qualified first aiders and emergency first aiders, who will usually administer any necessary general treatment. Every effort will be made to contact parents if we feel an injury warrants it.

### Medical Examinations

The school doctor may see children in school. Parents will be notified and asked to attend. Pupils may also have routine checks of eyesight, height and weight. Parents will be informed if any follow-up or further tests are required; these are carried out by the school nurse.

### Security

Our school is fitted with a security system and the following procedures apply:

- All entrance doors are locked during school 'work times' with access being obtained through a key/card system or a buzzer operated from within the building by an adult member of staff.
- An over-ride system allows staff and pupils to leave through all doors in school in the case of emergencies.
- The system is switched off during breaks and before and after school.
- On wet days the security system remains operational at breaktimes, when children stay inside.
- Entry to school for parents and visitors is through the front door only. Camera and entry phone systems are in operation. Please ring the bell and wait for a verbal message to enter. If the identity of visitors is unclear, they will be asked to make themselves known to the member of staff in the office.
- Visitors should always report to the office; they should sign the visitors' book and, if not known by pupils and staff, wear a visitor's badge.

### Outings

From time to time children will be transported out of school. Coaches are hired from local firms and parents will usually be asked to make a contribution towards the cost. Advance notice of outings will always be given with the exception of short walks within Melrose. A residential activity outing for Primary 7 pupils is offered, usually in September. We make every effort to ensure that children are not excluded from outings on grounds of cost.

### Parental Partnership

We treat parents as genuine partners in supporting children's learning. It is important that we all have a clear understanding of viewpoints and attempt to manage a system which takes these into account. In school, we aim to be accessible to parents and to be open minded, with attitudes and beliefs being shared and discussed.

### Parent Helpers

There are many ways in which parents can help at home and in school with children's learning. In school, parent helpers will not be asked to take on the role of a teacher, but may help in a wide variety of ways. We have a list of parent helpers. If you would like to be involved, please let us know.

### The Parent Forum and the Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental/carer representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. The Parent Council is also entitled to support from the education authority in fulfilling its role.

### Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

### Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- supporting the work of the school
- gathering and representing parents'/carers' views to the headteacher, education authority and HMIE
- promoting contact between the school, parents/carers, children and the local community
- fundraising
- involvement in the appointment of senior school staff

### Membership of the Parent Council

Generally, members of the Parent Council must be parents/carers of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. Further information can be obtained from the school office..

### ParentPay

ParentPay is an online secure payment system used by the school for most financial transactions. It enables parents/carers to pay for school meals, outings, P7 residential etc. Details of use will be given to parents/carers following a child's enrolment in school.

### Parking

We are very short of parking spaces around the school. Huntly Road should not be used for parking or dropping off children, as it is narrow and there is little space for turning; residents have justifiably complained about obstructions caused by parents' cars.

Pupils may be dropped off or picked up in the main road, in sight of the Lollipop Man, and they should then walk up the path at the side of the Gibson Park. Alternatively, cars may be parked in the Health Centre Car Park or on St Mary's Road, and safe routes to school followed from there.

### Photographs and Videos

Under the 'Consent Under Data Protection Act 1998' we ask all parents to sign consent giving permission for their children to be photographed and video-taped whilst attending education facilities provided by Scottish Borders Council.

A photographer usually visits school twice each session, to take individual and family group photos and to take class photos. There is no obligation to purchase.

### Placing Requests

In normal circumstances, pupils living within the school's catchment area will automatically be given a place in school. Parents of pupils living outwith the boundaries should apply in writing if they wish to be considered for a place in school. This will depend on spaces being available in school and on there being no additional costs. Application forms and catchment area maps are available from the school office.

### Playground Supervision

The playground is supervised from 08.45–09.00 and at break and lunchtime. The playground supervisors will deal with any small problems in the playground and will refer first aid and matters of discipline to staff.

### Pupil Council

Our Pupil Council involves representatives from all year groups. The pupils choose agendas for meetings themselves, although parents and teachers may also make suggestions. The pupil representatives are expected to gather the views of their classmates and younger pupils, and to report back. The content of Pupil Council meetings and minutes are posted on the Pupil Council noticeboard.

### Rules and Behaviour

In school we work at maintaining and developing a friendly, safe and secure environment, and we promote good attitudes to learning and co-operation. We operate a positive discipline programme and policy where children choose and agree the rules, rewards and consequences, a summary of which will be shared with parents at the beginning of each new school year. Serious or persistent misbehaviour will be brought to the attention of parents. Discipline within the school will be most effective when parents support the actions taken and this support is clearly seen by the child.

### Bullying

Bullying behaviour will not be tolerated within Melrose Primary School. All children in Scottish Borders Council educational establishments have an entitlement "to work (and play) in a

learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". There is a requirement to record and report all discriminatory behaviours within educational establishments. Parents and carers have a significant role to play in helping to address this problem. Melrose Primary School has an anti-bullying policy which stresses the importance of partnership with the parents and carers of their children. Please do not hesitate to let us know if your child is worried about any situation in the playground or at school generally, however small it may seem.

### Racial Harassment

The Equality Act 2010 protects people from discrimination and harassment based on 'protected characteristics'. The 'protected characteristics' in relation to schools are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Act makes it unlawful for a school to discriminate against a pupil in relation to admissions, provision of education, access to any benefit, facility or service and exclusions. The Act also makes it unlawful for a school to harass or victimise an applicant or pupil. In 1999, the guidelines 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education. Every child has the right to be happy and secure at school.

### School Closure – Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and with it temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. A message will be broadcast on Radio Borders local news bulletins, along with a helpline telephone number. Every attempt will be made to keep you informed by 'Group Call' email, text message or by telephone.

### School Meals

Scottish Borders Council runs the school meals service. Melrose has a production kitchen where a two-course meal, a soup and sandwich or a packed lunch option will be offered. ParentPay is used to order and pay for 5 school meals. Menus are available on the school website. School meals and packed lunches are supervised by school staff.

### Telephone

It is not always possible for you to speak to a particular member of staff, e.g. when he or she is teaching, however messages will be passed on and your call returned at a convenient time. Children are able to phone home if necessary, or we will do so on their behalf. We do not encourage children to have mobile phones at school. Please ask at school if you wish to make special arrangements, e.g. for a school trip.

### Transfer from other Schools

Parents moving into the Melrose area need to simply bring their children to school for enrolment; prior notice is not necessary but it is appreciated. Under the 'Parents' Charter'



children from outwith the school's catchment area may be admitted by written request as long as there is space in school and there are no extra staffing implications. Normal transport rules do not necessarily apply in these cases (see below).

### Transfer from Primary to Secondary School

Children are normally transferred between the ages of 11½ and 12½ so that they will have the opportunity to complete at least four years of secondary education. Parents and carers will be informed of the School arrangements no later than April of the year preceding the date of transfer at the start of the new session. The associated secondary school for Melrose Primary is Earlston High School. Earlston High School, Earlston TD4 6JP Tel: **01896 849282**  
Email: [earlstonhs@scotborders.gov.uk](mailto:earlstonhs@scotborders.gov.uk)

### Transport – Cycling

If cycling to school, children should walk their bikes up the path at the side of the Gibson Park and into the playground. Bikes and scooters must not be ridden in the playground. There are a number of bicycle stands at the far end of the main building. We expect cycle helmets to be worn. The car park is out of bounds to cyclists. If scooters are brought to school, these should be left outside at the bike racks.

### School Transport

Children under eight years of age who live more than two miles from school are entitled to free transport, as are children of eight years and over who live more than three miles from the school.

Parents whose children travel by bus or taxi should note the following:

- In bad weather, if transport is more than fifteen minutes late, then children should always return home. Information may be broadcast on Radio Borders local news bulletins.
- When heavy snow is falling on country roads, we would appreciate information about this so that homeward transport may be called early.
- If pupils are being sent home early by bus or taxi, then every effort will be made to inform parents. However, it is essential that children know where to go in the event of parents being out.
- If a bus fails to pick up children in the morning due to road conditions, then parents should assume that no return transport will run that day. Parents should only transport children to school if they are sure they will be able to collect them at the end of the day. Please keep school informed about plans.
- Good behaviour is expected on school transport. Bus drivers will inform school staff of misbehaviour. Persistent offenders will have bus passes withdrawn.

### School Milk

Milk is sold on Wednesdays and should be ordered and paid for termly in advance. Further information about how to order will be enclosed in a newsletter at the beginning of the new session.

### Uniform (see also SBC Dress Code leaflet)

Wearing of school uniform is positively encouraged. Order forms can be obtained from the school office. Uniform can be ordered through school website <http://www.melroseprimaryschool.org.uk/parents/school-uniform>

Some points about uniform:

- We prefer that children wear school sweatshirts.
- School tops should be worn with grey trousers, shorts or skirts.
- Fashion, sports or brand named clothes e.g. Nike, are not part of our uniform.
- School uniform includes the wearing of sensible shoes, not trainers or high heeled shoes, please.
- Plain coloured socks and tights are preferred.
- A sports kit consisting of white or navy shorts, tee shirt and gym shoes should be kept in a drawstring bag in school (except when clothes are being washed). Sports kits are often needed in addition to designated P.E. days.
- The wearing of jewellery should be kept to a minimum. and should be removed for P.E. etc. Gum shields and shin pads must be worn for hockey and rugby.
- Except at times of very good weather, children should have a coat at school to wear at breaktimes. If possible, coats should have a loop by which they may be hung on pegs.
- Children should have an overall or old shirt at school so that they can cover up for art and messy activities.
- Please make sure that children's clothes are named. We gather a huge amount of unclaimed 'lost property' over the year. Name tags may be ordered through school; forms are available from the office.
- In hot weather, girls may opt to wear school dresses, preferably in red check.

### Website

The school has a very useful website which contains administrative information as well as information relevant to particular classes and current events. All school policies are accessible on the website.

The website may also be accessed through: [www.melroseprimaryschool.org.uk](http://www.melroseprimaryschool.org.uk)

Ideas for what you would find useful on the website are always welcome; please let us know.

# List of Appendices



## Appendix I

# Daily Timetable 2017–2018

### Monday to Thursday

08.43	Get ready bell
08.45	Children come into school
10.45	Morning interval
11.00	End of morning interval
12.30	Lunch break
13.15	Afternoon session begins
15.15	School day finishes for children

### Friday

08.43	Get ready bell
08.45	Children come into school
10.45	Brunch interval
11.15	End of Brunch interval
12.15	School day finishes for children

### Road Crossing Patrol Times (Lollipop Man)

08.15	–	08.55
14.50	–	15.30 (Friday 11.55 – 12.45)

### Playground Supervision

08.30	–	08.45
12.30	–	13.15

## Appendix II

# Staffing 2017–2018

Headteacher	Mrs Gilly Innes
Depute Headteachers	Mrs Dawn Fernie Mr Jamie Wallace Mrs Leigh Riddell
Principal Teacher	
Class teachers	
P1M	Miss Lindsey Brady & Mrs Ingrid Moore
P1P	Mrs Danielle Paterson
P2	Miss Cath Brown
P2/3	Miss Bethany Jamieson
P3	Mrs Caroline Santini & Mrs Natasha Cranston
P3/4	Mrs Rhea Kershaw & Mrs Christine Johnston
P3Z	Miss E Blurton (Newly Qualified Teacher)
P4	Mrs Ruth Kidd
P5R	Mrs Leigh Riddell
P5Z	Mrs Rachael Robson
P6M	Mrs Gail Millar
P6	Ms Michelle Leckie (Newly Qualified Teacher)
P7H	Miss Linsey Houghton
P7R	Mrs Jill Robertson
Support for Learning	Vacancy
Physical Education	Mrs Louise Turner
Reduction in ClassContact Time (RICCT)	Mrs Karen Henderson
Early Learning & Childcare (ELC)	
Senior Nursery Nurse	Mrs Carol Patterson
Nursery Nurses	Mrs S Brown Mrs Rebekah Hall Ms Kerry Scott
Special Needs Auxiliaries	Mrs Yvonne Buchanan Mrs Moira Dagg Mrs Romana Forte Mrs Jayne Roy Mrs Lee Watt
Classroom Assistant	Mrs Yvonne Buchanan

Continued over

## Appendix II

# Staffing 2017–2018

Primary School Administrator	Mrs Elaine Webster
Office Assistants	Mrs Jayne Roy Mrs Angela Wight
Crossing Patrol	Mr Brian Blackwood
Playground Supervisor	Mrs Yvonne Buchanan
Janitors	Vacancy Mr Brian Blackwood
Cook	Mrs Elizabeth Ferguson
Kitchen Assistants	Mrs Audrey Swanston Mrs Paula Lyon Miss Jodie Anderson
Lunch Auxiliary	Mrs Jayne Roy Mrs Angela Wight
Behaviour Support Teacher	Mrs Fiona Ferguson
Brass Instructor	Mr Graeme Kennedy
Violin/Cello Instructor	Mr Simon Johnston

## Appendix III

# School Session Arrangements 2017–2018

In-Service day	School closed for pupils	Monday 14 August 2017
School open	New session	Tuesday 15 August 2017
October holiday	School closed	Monday 9 October 2017
	School open	Monday 16 October 2017
In-Service day	School closed for pupils	Thursday 9 November 2017
In-Service day	School closed for pupils	Friday 10 November 2017
St Andrew's Day	School closed	Monday 27 November 2017
Christmas holiday	School closed	Thursday 21 December 2017
	School open	Monday 8 January 2018
In-Service day	School closed for pupils	Friday 9 February 2018
February holiday	School closed	Monday 12-14 February 2018
Easter holiday	School closed	Friday 30 March 2018
	School open	Monday 16 April 2018
In-Service day	School closed to pupils	Friday 4 May 2018
May day holiday	School closed	Monday 7 May 2018
Casual holiday	School closed	Monday 4 June 2018
Summer holiday	School closed	Thursday 28 June 2018
In-Service day	School closed for pupils	Monday 20 August 2018
School open	New session	Tuesday 21 August 2018

## Appendix IV

# Complaints Procedure

This complaints procedure refers to matters relating to your children at school.

The procedure assumes that complaints are being made to the Headteacher or Depute Headteacher (HT or DHT); however it may be the case that some complaints will be dealt with by class teachers. Please bear in mind that, because of class commitments, you may have to wait before a class teacher is free to meet with you.

### 1. The Starting Point

Work out in your own mind exactly what you are unhappy about, what you believe has gone wrong and what you would like to see done to put things right.

### 2. Sharing the Problem

You should talk to the member of staff face to face. You may wish to write or telephone first, outlining your concerns. Arrange a time when you can sit down with the member of staff to discuss your worries fully. If the member of staff wants time to find out more, or to consult someone else or think about a solution, give them the time, but then arrange another appointment to discuss the possible solutions to your worries.

### 3. Solving the Problem

When a solution is suggested, be reasonable and if necessary accept a compromise that may resolve the situation. Give the solution time to work with an agreement to review the situation after an agreed period of time has passed.

### 4. Facing up to Difficulties

If you are totally dissatisfied with the response being given, make it clear to the member of staff that this is the case. Write to the Depute Chief Executive for People at Newtown St Boswells and ask for a meeting with an appropriate official. When you write, take the time to spell out your concerns. Then follow the same procedure as you did with the member of school staff.

### 5 The Final Step

If you are still dissatisfied with the response you receive, say so, and then approach your Regional Councillor and ask for his help. He will be able to guide you through the Local Authority Complaint Procedure.

#### Things Not to Do:

- Do not raise problems through the Parent Council in the first instance.
- Do not allow your complaint to become a community issue with a wide audience.

Please remember: your children matter, and co-operation between home and school is best for them.

## Appendix V

# ScotXed – Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme. What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free school meals, whether a pupil is looked after by his/her local authority, special educational needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority, but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely, and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors that influence pupil attainment and achievement
- target resources better

### Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data.

This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website.

SEED will not publish or release any information that allows an individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with bona fide partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.



## Appendix V

### Concerns

If you have any concerns about the ScotXed data collections you can email the Data Controller, Pete Whitehouse, at [EDData.Controller@scotland.gsi.gov.uk](mailto:EDData.Controller@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print. Please allow up to ten days for requests to be processed.

### Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net). The website also contains answers to commonly asked questions about ScotXed.

### The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: The Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; the police.

Public authorities have to allow access to the following information:

- the provision, cost and standard of its service
- factual information or decision-making
- the reasons for decisions made by it

The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Scottish Borders Council website: [www.scotborders.gov.uk/en/yourcouncil/](http://www.scotborders.gov.uk/en/yourcouncil/)