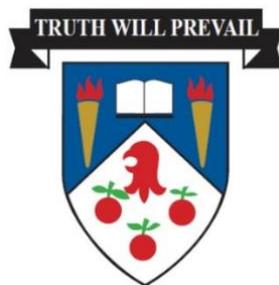


THE FLORA STEVENSON PRIMARY SCHOOL



SCHOOL HANDBOOK 2018 – 2019

August 2018 – June 2019

The Flora Stevenson Primary School

175 Comely Bank Road

EDINBURGH

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school office 0131 332 1604 absence line 0131 332 8539

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florasflyer.blogspot.co.uk/



[@florasprimary](https://twitter.com/florasprimary)

A Foreword from the Director of Children and Families

Session 2018-2019

Dear Parents

This brochure contains a range of information about your child's school, which will be of interest to you and your child. It offers an insight into the life and ethos of the school and offers advice and assistance, which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in citywide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2018 -19 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure, please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Alistair Gaw
Acting Executive Director of Communities and Families

CHILDREN AND FAMILIES VISION

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

Message from
Sharon McGhee
Head Teacher

Dear Parent/Carer

I would like to offer you a very warm welcome to the Flora Stevenson Primary School.

This handbook offers an introduction to our school and a general overview of the education your child will receive at school. We aim to create a caring and secure environment in which each child feels happy, confident and valued as an individual.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me. All parents, whether current or prospective, are very welcome to visit the school. Please contact me to make an appointment.

Our central aim is to provide a well-rounded education to enable each child to become a responsible member of the community. This we can best achieve with close co-operation between home and school. We look forward to working with you and your child.

Yours sincerely

Sharon McGhee

Head Teacher

August 2018

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To make our handbook easy to use, the information has been divided into seven different sections:-

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including class organisations, opening times and term dates

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Section One

About the Flora Stevenson Primary School

The Flora Stevenson Primary School is a non-denominational school, which caters for children from ages 3 to 12 in our Nursery Classes and School. The school has extensive, flexible facilities in both traditional and modern buildings. The school grounds have recently been improved, around the theme of the continents of the world.

The present roll of 680 is divided into 22 classes. The Nursery has 120 part-time nursery places divided into two morning classes and two afternoon classes.

Our learning community is also proud to be the home of the primary section of the City of Edinburgh Music School. Edinburgh City Music School undertake annual auditions to offer gifted musicians, from across the Lothians and beyond, the opportunity to further develop their musical skills. It is an expectation that our music school pupils will transfer to Broughton High School, which houses the secondary section of the City of Edinburgh Music School.

It should be noted that children may see more than one teacher in their class. Teachers may share classes during the week with for example one teacher working 3.5 days and the other teacher 1 day. In addition, the National Agreement for Teachers states that each teacher will have no more than 22.5 hours class contact during the week. This means that other teachers will take the P3-7 classes for the remaining 2.5 hours.

We recognise that skills for life form a vital part of every child's development. To ensure we give each child the best opportunity to develop their social skills, resilience and adaptability.

When necessary classes may require reformation, due to change of stage or changing school role, this will be done sensitively, taking into account teachers' professional knowledge of your child. Children have many opportunities to work together across their year group, as well as across stages. Your child's wellbeing is paramount and we will always monitor children to ensure any additional support is provided as necessary. Teachers from all classes within any one stage plan together regularly so that all children are offered similar experiences.

Organisation of the school day

SCHOOL OPENING HOURS

Monday to Thursday

Mornings:	P1 - P2	8.50 am to 12.10 pm
	P3 - P7	8.50 am to 12.25 pm or 12.40 pm
Afternoons:	P1 - P2	1.00 pm to 2.45 pm
	P3 - P7	1.15 pm or 1.30 pm to 3.20 pm

Fridays

Morning:	P1 - P2	8.50 am to 12.15 pm
	P3 - P7	8.50 am to 12.25 pm

There is a 15 minute morning break.

NURSERY OPENING HOURS

Monday - Friday

Morning classes	8.30 am to 11.40 am
Afternoon classes	12.20 pm to 3:30 pm

Term Dates for Session 2018-2019

AUTUMN

Term starts Wednesday 15 August 2018

Mid-term holidays

- Monday 17 September 2018, autumn holiday
- Monday 15 to Monday 22 October 2018, mid-term break

Term ends Friday 21 December 2018

CHRISTMAS HOLIDAYS

- Monday 24 December 2018 to Tuesday 8 January 2019

SPRING

Term starts Wednesday 9 January 2019

Mid-term holidays

- Monday 11 to Friday 15 February 2019, mid-term break

Term ends Friday 5 April 2019

EASTER HOLIDAYS

- Monday 8 to Monday 22 April 2019

SUMMER

Term starts Tuesday 23 April 2019

MID-TERM HOLIDAYS

- Monday 6 May 2019, May Day
- Tuesday 7 May 2019, staff only in-service day
- Monday 20 May 2019, Victoria Day

TERM ENDS FRIDAY 28 JUNE 2019

P7/S1 Transition Days - Tuesday 18th June, Wednesday 19th June and Thursday 20th June 2019.

Section Two

Practical Information about the School

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

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- how the school communicates with parents
- how to complain if you are not happy about something.

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils must be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section seven of this handbook for more information on placing requests. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible. On wet days, from 8.40 am, P1 and P2 learners should go to their classrooms, where an adult will supervise them until the start of the school day. P3, P4 and P5 Pupils may wait in the Old School Hall. P6 & P7 learners may wait in the New Dining Hall. During intervals, staff supervise the children. There is always access to the building to use the bathrooms and children are informed of this.

Travel to and from School

Our school is situated on a very busy junction and for the safety of all children, parents are requested, When dropping off and collecting children from school, parents and carers are not permitted to park immediately outside the school. Please take care not to obstruct the view of the crossing guides and do consider our neighbours. Please do not park in the sheltered housing next door, The Post Office car park or in the Bank of Scotland car park opposite the school. Waitrose have kindly agreed to allow members of the school community to use their carpark at drop off and pick up times. Thank you.

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at the school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. To maintain security after the school day, parents and carers collecting children from After School Activities, are kindly asked to wait in the playground, where the children will be brought at the end of the club.

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure parents/carers will be contacted by Parentmail or telephone. Please also look for updates on our school website.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account [www.twitter.com/Edinburgh CC](http://www.twitter.com/Edinburgh_CC) and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

Equality

The Council has published an Equality Guidance, which may be viewed on their website. This outlines the duties, which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council and the school are committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

Attendance and absence

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

Absence from school is recorded as authorised, only if it has been approved by the Children and Families Department, following a written request. Any absence which has not had approval, will be recorded as unexplained (truancy). If there is no explanation following an absence from a child's parent/carer, the absence will be regarded as unauthorised.

Absence for legitimate reasons such as medical appointments or illness are recorded as such. Please let the school know by letter or phone (by 9.30am on the day of absence) if your child is to be absent and give your child a note for their teacher on his/her return to school, confirming the reason for their absence.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. Approval for absence from school for a family holiday can be given in certain extreme situations. For example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family, or if you can prove that work commitments make a family holiday impossible during school holiday times. In these circumstances, the parent/carer should write to the Head Teacher, clearly explaining these reasons and if relevant, your employer will need to provide evidence of your work commitments. If permission is not sought, it will be recorded as an unauthorised absence.

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

In special circumstances, at the discretion of the Head Teacher, permission may be given for children to be absent from school, for example, to celebrate a recognised religious event. Absence approved on this basis is regarded as an authorised absence.

Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons. A supportive approach is taken to unexplained absence, however the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

We request that parents/carers co-operate with the school in encouraging the wearing of the school uniform.

Wearing school uniform contributes to a positive school ethos, helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can be enhanced in the local community by the wearing of school uniform and school security is improved.

Our School Uniform consists of grey or navy trousers/skirt/pinafore, white or red polo shirt, or white shirts/blouses and red or navy sweatshirts. All uniform items may be purchased on line. We have two suppliers, Border Embroideries at: www.border-embroideries.co.uk tel: 01361 810304 or if you would like to buy ethically manufactured Fairtrade school uniform, please go to Koolskools at: www.koolskools.co.uk. You can choose for uniform to be delivered to your home or alternatively free of charge to the school. Please note, P7 Hoodies and some other items such as jackets are only available from Borders Embroideries.

Articles of clothing and personal belongings such as lunch boxes, must bear the child's name and class. Inevitably items may be lost or taken home by mistake by another child. The time spent correcting such events can be reduced considerably, if items are labelled correctly.

Items of clothing, which have been found within the school and are named, will be returned to classes. Un-named items are kept in lost property. Pupils, parents/carers should claim these items by Friday lunchtime. Due to the amount of lost property accumulated on a weekly basis, any un-named, unclaimed clothing items are deposited into the clothes recycling bank in the school playground each Friday. Unnamed lunchboxes/bags will be thrown away.

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

A protective apron or an old shirt should be provided for art and craft activities.

During the year, P6 pupils design their own sweatshirt ready to wear once they are in P7.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

For health and safety reasons, the wearing of jewellery is discouraged. If pupils with pierced ears must wear ear-rings they should be of the stud variety and not the dangling or hoop variety. Please note that football tops and scarves, skimpy tops, t-shirts with slogans or other inappropriate clothing may not be worn in school. If you have any queries regarding the school's dress code, please contact the school office.

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 15,860
- income support
- jobseekers allowance[income-based]
- support under Part VI of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

School Meals

Menus offer nutritionally balance meal options, whilst reflecting the Scottish Government food and drink legal requirements for school lunches. Your child can have a two course meal – either soup and a hot main meal, or a hot main and a pudding plus vegetables/salad and bread. A drink of water or milk is also provided with the meal. Packed lunches are only available on a Friday. Meal prices are reviewed annually by the Council. Please contact the School to be advised of the current price.

School lunches are eaten in our dining hall. Lunch must be ordered and paid for a week in advance. Menu choices are available to view and payments are made through Parent Pay. You should contact the School Office Team to join Parent Pay.

Late or unplaced orders will result in your child being offered whatever is available, usually a baked potato.

Provision can be made for children requiring a special diet on religious or other grounds. Special diets and allergies are usually accommodated subject to consultation with parent/carer, the school and catering services. If your child has an allergy please request, complete and return the appropriate forms. These can be obtained from the School Office.

School lunches are provided free for all pupils in Primaries 1 to 3, however you will still need to place an order so that the catering team can cater adequately.

Children who bring their own packed lunch will also eat in our dining hall along with the catered meals. During good weather P7 children are allowed to eat lunch at our picnic benches outside. Please note that children who take school or packed lunches may not leave the playground, except with written permission from parents, and the permission of the H.T.

Free School Meals

Some families may be eligible for free school meals. Application forms are available from the School Office. The forms must be completed by the parent/carer along with supporting documentation as detailed on the application form. An application is required for every school session.

Under the Education Committee's policy, children are entitled to free school meals if their parents are in receipt of Income Support or Income Based Job-seekers Allowance. Application forms are available from school or from the Free Meals and Clothing Grant Section Waverley court, 4 East Market Street, Edinburgh EH8 8BG.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as essential means of communication. The older children may continue to bring their phones into school, however the following limitations will apply. On arrival in class, children should give their phone to the class teacher who will lock them away securely until the end of the day. Children may not use their phones for any reason, including taking photographs, whilst in the school or grounds. **Mobile phones and all other valuables are brought to school at the owner's risk.**

English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an Additional Language (EAL). The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is in place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and 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 vision, hearing, weight are provided to all children in P1 to discover which children may need further tests. Parents/carers 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 the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

P1 and P7 children also receive a dental check, parents/carers will be informed when this will happen and can choose to opt out. 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).

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

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The School Nurses act as an important link between home and school. They visit on a planned basis and liaise with the school to find out whether any pupil has a health need that requires to be addressed. The School Nurses can link with other members of the health team, in the community or in hospital, concerned with a child's health. The School Nurses review the notes of all children in Primary 1, 4, 7 and Senior 3, as well as those of all new entrants.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

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

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem. We hope that the School Health Service can contribute to your child's overall well-being and development.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school. Regular wet combing of your child's hair using a head lice detection comb and conditioner is the best way to catch this problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found.

Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

You should inform the school so that we can advise parents to be vigilant if there is an outbreak in a class. This will be done sensitively and children will not be identified.

Accident and Emergency Procedures

In order that the school may deal effectively with any Emergency, it is essential that the school is notified, in writing, of all changes of address, places and times of work, telephone numbers and emergency contacts, as soon as they are known.

Should a child have an accident which requires more than 'First Aid' the following procedures will operate:

- 1) Contact parent/carer. If contact cannot be made –
- 2) Contact emergency contact.
- 3) If neither of these contacts can be made immediately a promoted member of staff will take the child to the Royal Hospital for Sick Children's Accident Emergency Department and wait until a parent or other responsible person arrives.

If the child becomes unwell during the day the following procedures operate:

- 1) An attempt is made to contact parent/carer – if that fails
- 2) An attempt is made to contact emergency contact

If the school is unable to contact either, the child will be kept in school, being made as comfortable as possible.

Parents/carers should be aware that the school does not have the facilities or staff to care for children who are unwell.

Special Medical Conditions

Medical Care

Parents should inform the school of any special medical conditions or requirements of pupils so that special arrangements can be made. When a pupil is taken ill or has an accident at school, first aid will be applied and parents or emergency contacts will be

It is extremely important that parents/carers of children who have special medical conditions or requirements inform the school of the exact procedures to be followed should the child become ill and of the arrangements to be made by the school and/or the parent/carer if a child has to be taken home.

Administration of Medicine/Drugs

For health and safety reasons members of staff are forbidden to dispense medicines/drugs on their own initiative.

Should pupils require medication during the school day parents/carers should arrange to speak to a member of the senior management team. They will be required to complete a 'permission to dispense medication form', which will outline dosage and whether it is a short or long term medical need.

Gaelic Education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels within some Council run establishments. There are Gaelic parent/carer and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school was opened in the former Bonnington Primary School Building in August 2013. Those children currently attending the Gaelic-medium unit, based in Tollcross Primary School, transferred to the new school. Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the Gaelic School you can register them at the school. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School, which offers Standard Grade and Higher courses.

Complaints, Comments and Suggestions Procedure

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

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

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

Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue. We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.

If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]

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

Section Three

Parental/Carer Involvement in the School

Parental/carers involvement is very important as we know it helps children do better in school. This section includes information on :

- supporting learning at home as part of a home – school partnership.
- the ethos of our school
- what our values are and our aspirations
- links we have with partner organisations
- information on our Parent Council

CURRICULUM	<i>To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.</i>
ATTAINMENT	<i>To ensure that all pupils are able to realise their full potential through the promotion and recognition of achievement and excellence.</i>
LEARNING & TEACHING	<i>To provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.</i>
SUPPORT FOR PUPILS	<i>To provide effective support systems for all pupils which promote personal and social development and underpin academic achievement.</i>
ETHOS	<i>To provide a welcoming, safe and caring environment in which each pupil is valued and supported.</i>
RESOURCE MANAGEMENT	<i>To improve the quality of learning and teaching, through the effective organisation and management of resources.</i>
MANAGEMENT & LEADERSHIP	<i>To ensure that the school's promoted staff provide high quality leadership, management and support.</i>
PARTNERSHIP	<i>To build and maintain effective partnerships between the school and the parent body, external support agencies and the wider community.</i>

LEARNING FOR LIFE

To equip pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and to encourage creativity and ambition.

Values

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

We have developed our key values through discussion with staff, children, parents and carers. They are intended to be meaningful and easy to remember and have been developed using the school's name FLORA'S.

F – Friendship

L – Love Learning

O – Honest

R – Respect

A – Achieving

S - Successful

These key aspects are supported through the following arrangements by:-

Creating a school ethos, which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.

- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.

- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. There is a clear policy on behaviour and discipline.

It is hoped that self discipline will be the key to a proper code of conduct and this only comes about from mutual trust and respect.

A positive behaviour policy within the school has been agreed by staff and pupils. A positive approach to discipline is in place and we have agreed rights and responsibilities.

Behaviour Policy

As your child's education and welfare is a partnership, we believe that you will find this summary helpful. The policy is based around four basic rights and responsibilities for staff, parents and pupils.

The Four Basic Rights	The Four Basic Responsibilities
<ul style="list-style-type: none"> • The right to teach/the right to learn • The right to feel safe • The right to be treated with dignity and respect • The right to be listened to 	<ul style="list-style-type: none"> • The responsibility to teach/learn • The responsibility to make others feel safe • The responsibility to treat others with dignity and respect • The responsibility to listen to others

The school aims to have a reputation for being a happy and secure place where children and adults treat one another with respect and tolerance. Our positive behaviour policy gives a very clear structure as to what will happen on any occasion when rules are broken.

We hope that parents,carers will co-operate with the school in all aspects of our behaviour policy. When home and school work in partnership, children respond positively.

Anti Bullying Policy

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation. Whilst appropriate action will be taken by the school, it is also important that all parents/carers involved, work with the school to resolve the problems in the best interests of their child or young person

Parents/Carers Welcome

We welcome parental/carer involvement as research has shown that when parents/carers are involved children do better in school.

We value your help in a number of ways from assisting on outings and Golden Time Activities, supporting classwork, to giving a single talk on your job, skill or hobby. If you would like to help in school on a regular basis there is a vetting procedure to go through based on Local Authority policy and advice. Adults may require to be vetted through the Protection of Vulnerable Groups Scheme. (PVG)

Parents/carers should inform school if the home routine is changed by for example, the arrival of a new baby, family member in hospital and so on. This is helpful to school staff who can be sensitive, supportive and understanding.

Parental/Carer Consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings twice a year. You will be advised in advance of when these meetings will take place. Over and above these set meetings, parents/carers are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home/school partnership.

Parent Councils

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

Parents/carers are welcomed to:

- be involved with their child's education and learning;
- be active participants in the life of the school;
- express their views on school education generally and work in partnership with their children's schools.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff;
- enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are:

- to support the school in its work with pupils
- to represent the views of parents
- to promote contact between the school, parents, pupils, providers of nursery education and the community
- to report to the Parent Forum
- to be involved in the appointment of senior promoted staff.
- to raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

The Parent Council at Flora Stevenson support the school in various ways e.g. fundraising, community events, organising helpers, etc. The Chair can be contacted on florastevensonpc@yahoo.co.uk or by leaving a note in the School Office.

We also strive to appoint a parent/carer from each class as a Class Representative so the views of all can be shared. Copies of the Minutes of Parent Council meetings and relevant documents are available on the school website.

We now have a lottery at the school operated by the Parent Council for raising funds. Everyone is welcome to join Flora's Lotto: parents, carers, family members, friends,

neighbours and members of staff. You can join at any time by setting up a standing order. For the exact rules and procedures to join, see the application form that can be downloaded from the school website in the Parent Council section.

For more information on parental, carer involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. The National Parent Forum of Scotland has been set up to give Parent Councils and parents/carers an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

Pupils from Primary 2 to 7 are voted by their peers to represent their class at Pupil Council Forum Meetings. The Pupil Council meets regularly to suggest improvements for their learning and the school environment.

Websites

You may find the following websites useful.

www.edinburgh.gov.uk-

contains information for parents and information on Edinburgh schools.

<http://www.parentzonescotland.gov.uk>

parents/carers can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

www.hmie.gov.uk

parents/carers can access school and local authority inspection reports and find out more about the work of Education Scotland.

<http://www.scottishschoolsonline.gov.uk>

parents/carers can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>

contains information for parents/carers and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<http://www.respectme.org.uk/>

Scotland's anti-bullying service. Contains information for parents/carers and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<http://www.educationscotland.org.uk/>

provides information and advice for parents/carers as well as support and resources for education in Scotland

<http://www.equalityhumanrights.com/>

contains information for everyone on equality laws within the government and local authorities.

Section Four

School Curriculum

This section includes information on

- the planning and delivery of the school curriculum
- developing skills for learning, life and work
- wider opportunities
- health and well being including relationships, sexual health and drug awareness
- religious observance

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been fully implemented across Scotland 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.

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 each transition is as smooth as possible. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

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

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

There are a variety of ways of assessing progress and ensuring children achieve their potential. These are reviewed regularly both at a National and local level and take account of and support approaches to learning and teaching.

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

For more detailed information on the Curriculum for Excellence (CfE) please go to the Parentzone website, www.parentzonescotland.gov.uk.

Areas of the Curriculum

Literacy & Languages

The Languages area of the curriculum has two aspects. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the means of communication, which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages.

At Flora's French is taught to the pupils from Nursery to Primary 7.

Mathematics

Mathematics includes specific aspects of numeracy, which will be developed both in mathematics and through activities in other areas of the curriculum. In teaching Numeracy and Mathematics we encourage children to think and reason for themselves and also enjoy the challenges and creativity of mathematics. There are opportunities for children to develop their mathematics knowledge, skills and understanding by applying it in other curricular areas.

Health and Wellbeing

Health and Wellbeing includes experiences and outcomes for personal and social development, understanding of the importance of good life-long social, emotional and mental health, physical health, including P.E. and physical activity and the importance of healthy eating. It also includes approaches and activities such as physical activity and nutrition, planned by pre-school settings, schools or colleges to promote the health and wellbeing of their learners and the wider community. All pupils have an entitlement to a minimum of 2 hours physical activity each week. Pupils in Primary 4 also have swimming lessons for planned blocks during the year. A residential experience is a valuable part of the children's development and Primary 7 spend five days at Dalguise Outdoor Centre.

Expressive Arts

The Expressive Arts include experiences and outcomes in art and design, drama, dance and music. Children may also receive tuition in flute, violin or cello. Selection takes place during Primary 4.

Religious and Moral Education

Religious and Moral Education includes learning about Christianity as well as the other 5 main world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Social Studies

Social Studies includes experiences and outcomes in historical, geographical, social, political, economic and business contexts.

Science

Science includes experiences and outcomes in biological, chemical, environmental and physical contexts.

Technologies

The Technologies area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and digital

Methods Used

Learning in the school is based on a range of strategies, including investigating, problem-solving and discussion, in addition to direct teaching and often involves activities using a wide variety of materials. Each child will be assessed in a variety of ways to determine his or her levels of work. A balance of group and individual methods will form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child.

Please contact the Head Teacher if you would like any further information about the curriculum within our school.

Active Learning

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

Planning Children's and Young People's Learning

Teachers plan yearly, termly, weekly and daily and adapt their plans as necessary to meet the learning needs of the learners in their class. They plan collaboratively to ensure as much consistency as possible across a year. Teachers share their learning intentions with pupils. This takes place on a day-to-day, lesson-by-lesson basis, by agreeing the key learning aims of the lesson. Success Criteria are agreed and where relevant co-created with learners which enable pupils to know how to be successful in their set learning intention.

Religious Instruction and Observance

The Flora Stevenson School is a non-denominational school and is proud to have families within our school community of many faiths. As stated in our Curriculum Outline RME covers major world faiths, as well as moral aspects of human existence and no aspects of faith are taught as fact and children are free and encouraged to express their own beliefs without prejudice. Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator, Cat McCready by email cat.mccready@ea.edin.sch.uk

Extra Curricular Activities

We offer as wide a range of sporting and cultural activities as possible during lunchtime and after school. These are organised by our Active Schools Co-ordinator, Parent Council and others. At present we have several football teams, judo, chess, choir, drama, yoga, Scripture Union, French, and dance clubs. Parents will be informed of these clubs by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These Visits are linked to pupils' classwork. Flora Stevenson's is an inclusive school and we wish all our children to be able to access all areas of school life. Please contact the Head Teacher in confidence to discuss support for any school activity, trip or club.

Home Learning

We have a clearly defined policy on home learning (Shared Learning at Home), which has recently been consulted upon and revised. A copy of this will be distributed to you on an annual basis and available on the school website. Pupils regularly receive home learning tasks to consolidate their learning and encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it. The homework will be organised in a variety of ways, according to the stage and ability of the child. It can arise from all curricular areas and may include written, oral or practical activities. The tasks set should be interesting, worthwhile and challenging for the child and provide opportunities for personalisation and choice.

Parents/carers are encouraged to support pupils with their homework as a means of helping them consolidate prior learning, develop their own skills and interests and better understand their child's strengths and development needs. Homework is also an integral part of schoolwork and promotes partnership between the school and home. Parental/carer interest and co-operation in ensuring homework is undertaken is greatly appreciated.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies to inform next steps in learning. Pupils are also involved in assessing their own progress and developing their next steps. There are two opportunities for parents to meet with teaching staff individually to discuss their child's progress in October and March. A written report is sent home in June. We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods of assessment to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Section Five

Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

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

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

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

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

Pastoral Support

All members of the Senior Management Team are willing to discuss pupils' learning and their health and wellbeing. Please contact the school to make an appointment.

Sensitive Aspects of Learning

Parents/carers are always invited in to view and ask questions on any programme of a sensitive nature, which will be delivered as part of our Health and Wellbeing Curriculum.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all forms of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures, which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

An additional support need comes from anything that is a barrier to learning. Most schools will have some children with additional support needs of some kind. As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

In on the Act - Supporting children and young people with additional support needs provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

The other opportunities available under this Act for the identification of children and young persons who –

- a) have additional support needs
- b) require, or would require, a co-ordinated support plan
- c) the role of parents, children and young persons in the arrangements referred to in paragraph (b)
- d) the mediation services provided
- e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

The Authority has a policy promoting the inclusion of pupils with special needs including pupils with significant special needs. Additional staffing support may be given to the school to enable it to support the needs of pupils with learning or other difficulties. There is a specialist Support for Learning Teacher who gives additional support to children who may need some extra help or extension work in language, reading, maths or social support. This can be done individually or in small groups on a regular basis. Parents are always consulted when a child is given this extra support and again when this support is no longer needed.

Working with external partners

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent/carer to

make decisions, with regard to the best possible education to meet the needs of your child within the resources available.

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

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Section Six

Moving to a new school or leaving school

This section also gives information about transition. It includes:

- nursery transition
- primary school admissions
- moving to secondary school
- making a placing request to another school.

Nursery class provision

The school's nursery class provides 60 morning and 60 afternoon places for children aged 3 - 5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from nursery to primary

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

Primary School Admissions

Starting school is a very important milestone both for children and their parents/carers. The vast majority of our parents/carers choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to the November registration week for the new Primary 1 intake, each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases, you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools do offer a high quality educational experience.

Placing Requests

As a parent/carer, you have the right to make a Placing Request for your child(ren) to be educated in a school other than your catchment school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November.

Forms must be returned to:

Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 21st December. If you apply for a place after this date, your request will be considered, but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually.

Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form. In recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing request being refused.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent/carer could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

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

You do not need to submit a Placing Request if you want your child to transfer from a nondenominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address.

Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School

Mr John Wilson
Head Teacher
Broughton High School
Carrington Road
Edinburgh
EH4 1EG
Telephone: 0131 332 7805
www.broughton.edin.sch.uk

Section Seven

School improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report and School Improvement Plan

Every year each school publishes a Standards and Quality report and School Improvement Plan which highlights the school's major achievements. A copy of the plan can be found on our school website.

A summary for Parents of this session's School Improvement Plan is attached.

Section Eight

Pupil Data

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

Information about how we manage pupil data in schools/ELC settings

The Flora Stevenson School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

- **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports, which are needed and their family situation. We need this information to ensure we know our pupils/children and their families and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

- **Data about pupils/children at school/within ELC setting**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

- **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care and assess the quality of our services

When we collect and use personal data within school/ELC setting and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community, which supports learning. We will not however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins The Flora Stevenson Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at The Flora Stevenson Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, The Flora Stevenson Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available

in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent.

On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm. We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

We hope you have found this information helpful and informative. If you are unsure on any aspect of procedures at The Flora Stevenson Primary School, or your child's learning at any time please contact us.

The Flora Stevenson Primary School

175 Comely Bank Road

EDINBURGH

EH4 1BG

school office 0131 332 1604 absence line 0131 332 8539

www.florastevenson.org.uk

email: **admin@florastevenson.edin.sch.uk**



florasflyer.blogspot.co.uk/



[@florasprimary](https://twitter.com/florasprimary)