Bun-sgoil Taobh na Pàirce



Leabhar Làimhe na Sgoile

School Handbook

2026 - 2027

A Foreword from the Executive Director of Education, and Children's Services

Session 2026 - 2027

Dear Parents/Carers,

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

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

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

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I am pleased to introduce this brochure for session 2025/26 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.

Amanda Hatton

Executive Director of Children, Education & Justice Services

Education, and Children's Services 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.

In Edinburgh children and young people are at the heart of our vision for the future

As Service Director, I am delighted to welcome you to our Edinburgh School Community. We want all our schools to provide vibrant, inclusive learning environments where our children and young people thrive; academically, socially and emotionally.

Our Vision for Education is "Edinburgh Learns for Life" and is designed to create a fairer, greener, healthier future for our young people and their families. Through the various aspects of strategy attached to this Vision, we are relentless in our collective ambition to transform lives by providing learning opportunities where our children and young people can find their passion in learning. Central to this is the delivery of high-quality teaching and learning experiences fostering creativity and nurturing individual talents. I believe strongly that this will enable them to live successful and happy lives now, and in the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people. By working together, we help children and young people to develop understanding about building positive relationships, respect, teamwork and fairness. We do this by providing engaging and relevant learning experiences, delivered by our staff who get the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people learn to understand and respect differences, can work together and can handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events, or as a response to their additional support need, they often let us know by reacting in different ways. This can sometimes present challenges for those around them. By working together, and by understanding the cause and working out solutions, we can find a way to solve or deal with these challenges. We will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations, providing additional support or, in exceptional circumstances, identifying a change of learning environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh, we support children and young people to learn in different ways according to their needs. Children and young people learn differently with some require more support than others. This need for support arises for a variety of reasons including learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our children and young people in a fair, compassionate, and proportionate way. We are fully committed to listening to any parent, carer, child, young person or member of staff to work together to resolve any challenges which may arise to enable all to reach their full potential.

Jackie Reid

Service Director and Chief Education Officer

Fàilte bho Cheannard na Sgoile | Headteacher's Welcome

A phàrant/neach-cùraim chòir,

Bu thoil leam fàilte chridheil a chur oirbh gu Bun-sgoil Taobh na Pàirce, sgoil Ghàidhlig Baile Mòr Dhùn Èideann. Mar Cheannard na Sgoile tha mi fìor thoilichte gun do roghnaich sibh foghlam tro mheadhan na Gàidhlig do ur pàiste. Tha coimhearsneachd na sgoile a' coimhead air adhart ri bhith ag obair còmhla ribh airson cothroman ionnsachaidh air leth a lìbhrigeadh dhan phàiste agaibh, tro mheadhan na Gàidhlig. 'S e amas an leabhair-làimhe seo fiosrachadh a thoirt dhuibh air ar n-àrainneachd ionnsachaidh agus air mar a bhios ar sgoil ag obrachadh bho latha gu latha. Tha mi 'n dòchas gum bi e feumail dhuibh.

Tha an leabhar-làimhe again air a roinn ann an còig pàirtean;

- **Earrann a h-aon** **Fiosrachadh Sgoile**
- **Earrann a dhà** **Com-pàirt Pharantan san Sgoil**
- **Earrann a trì** **Curraicealam na Sgoile**
- **Earrann a ceithir** **Taic do Sgoileran**
- **Earrann a còig** **Obair Leasachaidh na Sgoile**

Gheibhear barrachd fiosrachaidh fhaighinn air làrach-lìn na sgoile no le bhith a' bruidhinn rinn san sgoil, air a' fòn no ann am post-dealain. 'S e tlachd a bhios ann dhòmhsa taic a chumail ribh ann an dòigh sam bith is urrainn dhomh. Tha mi a' dèanamh fiughair ri bhith ag obair còmhla ribh.

Le gach deagh dhùrachd,

Laura Stewart

Dear Parent/Carer,

I would like to offer you a warm welcome you to Bun-sgoil Taobh na Pàirce, Edinburgh's Gaelic school. As Head Teacher I am delighted you have chosen a Gaelic-medium education for your child. As a school community we look forward to working with you to give your child a unique learning experience through the medium of Gaelic. The aim of this handbook is to give you information on our learning environment and how our school operates from day to day. I hope it will be useful to you.

Our handbook is divided into five different sections;

- ***Section One*** ***Practical Information***
- ***Section Two*** ***Parental Involvement in the School***
- ***Section Three*** ***School Curriculum***
- ***Section Four*** ***Support for Pupils***
- ***Section Five*** ***School Improvement***

For further information please look on our website or speak to us at school, on the phone or by email (admin@taobhnapairce.edin.sch.uk). It will be a pleasure for me to help you in any way I can. I look forward to working with you.

Le gach deagh dhùrachd | With best wishes,

Ms Laura Stewart
Headteacher

Earrann a h-aon - Fiosrachadh Sgoile
Section One – 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:

A' conaltradh leis an Sgoil | Communicating with the School

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

Fiosrachadh Conaltraidh | Contact Details	
Ceannard na Sgoile | Head Teacher	A' Bh. Uas. Laura Stiùbhart | Ms Laura Stewart
Iar-Cheannardan Sgoile | Depute Head Teachers	A' Bh. Uas. Karen NicilleRuaidh agus A' Bh. Uas. Sìneag Nic an t-Saoir | Mrs Karen Reid and Ms Sineag MacIntyre
Prìomh Thidsearan | Principal Teachers	A' Bh. Uas. Lauren NicDhùghaill agus Bh. Uas Nicola NicAmhlaigh | Ms Lauren MacDougall and Ms Nicola MacAulay
Manaidsear Gnìomhachais | Business Manager	A' Bh. Uas Donna Nicleòid | Ms Donna Macleod
Neach-rianachd | Administrator	A' Bh. Uas. Margaret Walker | Mrs Margaret Walker
Neach-taic Sgoile | School Clerical Assistants	A' Bh. Uas. Eilidh Finlayson| Ms Eilidh Finlayson A' Bh. Uas Sirin Bryson | Ms Sirin Bryson
Seòlachd na Sgoile |Address	Bun-sgoil Taobh na Pàirce 139 Bonnington Road Edinburgh EH6 5NQ
Àireamh fòn | Telephone Number	0131 553 5856
Làrach-lìn | Website	www.taobhnapairce.co.uk
Seòladh post-dealain | E-mail Address	admin@taobhnapairce.edin.sch.uk
Mun na Sgoile | About the School	
Ìrean Foghlaim air a thabhann | Stages of Education provided for	Sgoil-àraich - Clas 7 Nursery – Primary 7
Àireamh Sgoilearan | Number of Pupils	438 Sgoilear & 40 Pàiste Sgoil-àraich |478 Pupils & 40 nursery learners
Inbhe creidmheach | Denominational status	Neo-chreidmheach Non-denominational
Foghlam tro mheadhan na Gàidhlig | Gaelic Medium Education	Sgoil-àraich - C7 Nursery - P7

An Latha Sgoile | Organisation of the School Day		
	Diluain - Diardaoin Mondays – Thursday	Dihaoine Friday
Toiseach an Latha Start of Day	08:55	08:55
Àm Cluiche Morning Break	C1,2,7 10:15 – 10:30 C3,4,5,6 10:35 – 10:50	C1,2,7 10:15 – 10:30 C3,4,5,6 10:35 – 10:50
Àm Dìnneir Lunch	C1,2,7 12:00 – 12:45 C3,4,5,6 12:50 – 13:35	N/A
Deireadh an Latha End of Day	C1 - C2 14:45 C3 – C7 15:20	C1 - C2 12:20 C3 – C7 12:30
Cruinneachadh | Assembly	Gach madainn Diluain; Clas 1-4 agus Clas 5-7 Monday mornings; Clas 1-4 and Clas 5-7	
Làithean Foghlaim Corporra | P.E Days – Shared by class teachers during Coinnich ris an Tidsear | Meet the Teacher. Parents are asked to ensure their child has a P.E kit available every day.		

Cinn Latha an Teirm | Term dates

Term dates for the coming years can be found at:https://www.edinburgh.gov.uk/schools/term-dates

School Session Dates 2026/27

Staff resume		Monday	10 August *	2026
Staff only		Tuesday	11 August *	2026
Pupils resume		Wednesday	12 August	2026
Autumn Holiday	Schools closed	Monday	14 September	2026
All resume		Tuesday	15 September	2026
Mid-term	All break	Friday	9 October	2026
Staff resume		Monday	19 October*	2026
Pupils resume		Tuesday	20 October	2026
Term ends		Friday	18 December	2026

Staff resume		Tuesday	5 January*	2027
Pupils resume		Wednesday	6 January	2027
Mid-term	All break	Friday	12 February	2027
All resume		Monday	22 February	2027
Good Friday	Schools closed	Friday	26 March	2027
Easter Monday	Schools closed	Monday	29 March	2027
All resume		Tuesday	30 March	2027
Term ends		Friday	2 April	2027

Edinburgh Spring Holiday	Schools closed	Monday	19 April	2027
All Resume		Tuesday	20 April	2027
May Holiday		Monday	3 May	2027
Staff only		Tuesday	4 May*	2027
Pupils resume		Wednesday	5 May	2027
Victoria Day	Schools closed	Monday	24 May	2027
All resume		Tuesday	25 May	2027
Term ends		Tuesday	29 June	2027

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows:

	Pupils	Staff
Term 1	86	89
Term 2	56	57
Term 3	48	49
Total	**190**	**195**

Clàradh | 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 should 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 four 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.

Attendance and absence

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

Absence from school is recorded as

- authorised, that is approved by the Education, and Children's Services department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by e-mail or phone call if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You should update the school on each day of your child's absence, confirming the reason for their absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide

evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

Parents may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave 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 Education, and Children's Services department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

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

The school uniform was created in consultation with parents, pupils and staff when the school opened in 2013. It incorporates a range of popular items of dress, e.g. sweatshirts, polo shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. We aim for our pupils to be comfortable and warm and hope that the uniforms can be cared for easily. Most items can be purchased in a wide range of outlets. Our uniform menu is displayed below:



White Polo Shirt
White Shirt
Navy Sweatshirt (Clas 1-6)
Turquoise Hooded Top (Clas 7 only)
Navy jumper or Cardigan
Navy or Grey Trousers, Shorts, Pinafore or Skirt
Blue Gingham Dress
Holyrood Tartan Kilted Skirt
Holyrood Tartan Tie
Navy or White Tights, Socks
Book Bag
Backpack
Robust Footwear; suitable for running and playing outdoors

Please note that this is a menu of options and that any combination of the above is acceptable.

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

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

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

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

Offensive clothing such as t-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the school office.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Governments food and drink legal requirements in both primary and secondary settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.

All our menus are nutritionally analysed and new dishes trialled by pupils prior to menu launch

- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified
- We believe in sourcing food with provenance and aim to increase our spend with Scottish suppliers every year

The catering service supplies meals for pupils by following the special diet policy – more information on menus/ special diets and prices can be found here;

https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools

Free School Meals & Clothing Grants

Families on low income can get school grants to help with the cost of lunches and school clothing.
All children in primary 1 to 5 receive free school meals, regardless of your income or benefit status. However, if you meet any of the following conditions you will be eligible to receive

- free school meals for your children in P6, P7 and in secondary school
- payment for lunches during school holidays
- free milk
- a school clothing grant payment of £120 for each primary child and £150 for each secondary child, paid once a year into your bank account

You must receive one of the following benefits:

- Universal Credit (where your monthly earned income is not more than £726)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £18,725
- Both Child Tax Credit and Working Tax Credit and an income of up to £8,717

Your child might still get school grants if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

School grants are valid for **one school year**. The entitlement ends if your child leaves school before the end of the school year.

Information on school grants and how to apply is available on the website:
www.edinburgh.gov.uk/schoolgrants

Toiseach agus Deireadh an Latha | Start and End of School Day

Many of our pupils travel to school by school bus or taxi. Busses drop off at the Bonnington Road gate where they are met by a member of staff and directed into the playground or into the school building as appropriate. Taxis drop off at the side entrance and arrive at school from approximately 8:45am. Pupils not travelling by bus enter the playground through the Bonnington Road or the Stanwell Street gate, met by a member of school staff. Nursery pupils enter via the nursery garden gate. Clas 1 children can be accompanied by their parents to their classroom for drop off, Clas 2 children play in the Stanwell Road playground with PSA supervision and Clas 3- 7 children play in the Bonnington Road playground.
At the end of the school day, pupils using school buses/taxis are accompanied by school staff to Tennant St, where their buses/taxis will be waiting. Pupils attending Òganan will meet with Òganan staff in a designated area within the school. All other pupils are accompanied to their dismissal gate by their teachers where they will meet with their parent/carer. Clas 1 are collected by parents/carers in the Stanwell Street playground, Clas 2 are collected by parents/carers in the Stanwell Street playground, Clas 3-Clas 5 children are collected by parents/carers in the Stanwell St playground, via the Pilrig Park Gate. Clas 6 and Clas 7 children are dismissed by their teachers via the Stanwell Street gate where they are met by parents/carers. Children in other year groups cannot leave the school playground unaccompanied unless parents have contacted the school office or noted this on the end of day form.

Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction. Please note that the disabled parking space on this street should only be used by disabled badge holders. Please be aware of local residents and ensure that your parking does not cause them any problems.

Còmhdhail Sgoile | School Transport

All pupils who live within the City of Edinburgh and more than two miles walking distance from Bun-sgoil Taobh na Pàirce are currently entitled to free transport. This may be in the form of private coach, public bus pass or taxi. This provision is primarily funded through the Scottish Government Specific Grant for Gaelic Education. The Local Authority pays the remaining costs. The City of Edinburgh Council's School Transport team manages this provision for pupils in Edinburgh. Families who live in other Local Authority areas who wish to make enquiries about home to school transport should contact their own local authority.

How it Operates:

- Eligible parents/carers apply to the Local Authority for transport provision for their child in May for the coming school year.
- In August, eligible families are informed by School Transport whether their application has been successful. This will be by letter, posted to the address on your child's application form. If your child has been allocated a place, the letter will advise of their pick-up/drop off points and times.
- Occasionally, families may be awarded 'grace and favour' places. These are usually allocated a month or so into the new session and may be withdrawn at any time.
- School Transport (The City of Edinburgh Council) issues tenders to bus companies, organises routes and drop offs, informs parents and deals with any operational issues.
- School staff manage the arrival and departure of pupils and maintain weekly bussing lists

Responsibility of parents:

- Being on time to meet the bus at the beginning and end of the day
- Keeping the driver informed of any changes to your arrangements, for example if a child is unwell. It is recommended that you swap phone numbers with your driver.
- Each August, informing the school of your child's usual end of day arrangements
- Keeping the school informed of any weekly changes, using the Weekly Amendments form on Groupcall. Late changes cannot be accommodated.
- ***Responsibility of school staff:***

- Seeing pupils on and off transport safely
- Maintaining lists of end of day arrangements
- Contacting School Transport if buses do not arrive at the end of the day

Responsibility of Pupils:

- Putting on and keeping on seatbelts until transport reaches destination and comes to a stop
- Staying seated throughout the journey

- Maintaining good standards of behaviour at all times

Responsibilities of Drivers:

- Picking up and dropping off children at agreed times
- Dropping pupils off at school no earlier than 8:45am, ensuring that a member of staff is there to escort pupils into school
- Wearing photo ID, as issued by School Transport, at all times

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

Stiùireadh Àm Cluiche agus Àm Dìnneireach | Break time and Lunchtime Supervision

During intervals support staff supervise the children. There is always access to the building and toilets, and the children are made aware of this. A member of the school leadership team and support staff supervise the dining hall.

Teàrainteachd Sgoile | School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Everybody calling at a 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. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please come to the school office where we shall be happy to arrange this for you.

Àm Cluich Fliuch | Wet Weather Arrangements

During a wet break time or lunchtime children remain in the school building, with supervision in place from the pupil support team, the school leadership team and Clas 7 monitors. During wet play time or break time children play in their own classes. We allow children to watch Gaelic, age appropriate videos during this time and occasionally some English content if this is deemed appropriate. Use of personal devices, such as mobiles phones or music players is not permitted during this time.
When the rain is not too heavy, pupils will play outside. Please ensure that, if there is any possibility of rain, your child comes to school with a suitable jacket and suitable footwear.

Dùnaidhean gun Dùil | Unexpected Closures

In the event of an emergency, such as Covid, a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure then parentmail communication will be used to contact parents as well as a SEEMIS text alerting parents to the communication.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account 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 https://www.edinburgh.gov.uk/schoolclosures will also be used.

Fònaichean Làimhe | Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools however the following limitations will apply in our school;

- Mobile phones must remain switched off and in the child's school bag for the duration of the day; they must not be used while on school premises without the permission of a member of the school leadership team. If you need to speak with your child during the school day please contact the school office.
- Class teachers offer children the opportunity to hand in their phone for secure keeping during the school day; it is up to the child if they wish to make use of this option.
- If a child was not following this agreement the mobile phone may be removed for the duration of the school day and returned at the end of the day. Parents/carers would be contacted in this instance.

Modh-obrach Ghearainean, Aithrisean agus Beachdan-smaoineachaidh | Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents 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 member of staff with responsibility for pastoral care for your child's stage. 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. We aim to respond within 5 working day as per the City of Edinburgh Council's policy and always aim to do so more quickly where possible.
- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

- Further information can be found here - https://www.edinburgh.gov.uk/contact-us/comments-complaints/3

If you remain dissatisfied 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.

Slàinte agus Sàbhailteachd | Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Education and Children's Services Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

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 and requests from any member of school team.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

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

Bun-sgoil Taobh na Pàirce 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 or protected 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 Bun-sgoil Taobh na Pàirce 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. Further information about what the Scottish Government does with statistical data it receives is provided below.

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 Bun-sgoil Taobh na Pàirce.

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, Bun-sgoil Taobh na Pàirce 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 Education, and Children's Services 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.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

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

Providing national identity and ethnic background data is entirely voluntary. You 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 the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better

examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). 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 use of pupil data can be found on the ScotXed website (**www.scotxed.net**).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, 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.

Seirbheis Slàinte na Sgoile | School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field.)

Services provided

Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:
https://services.nhslothian.scot/SchoolNursing

Who Does What

- **GP –** all regular family health care
- **CAMHS –** Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric –** medical/surgical and other specialist services
- **Community Paediatrician –** doctors in community child health
- **CCN Team –** Community Children's Nurses - specialist paediatric trained nurses
- **AHPs –** Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT –** Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services –** where there is LD diagnosis
- **Oral Health – Dental –** prevention and treatment service
- **LAC – Looked After Children -** nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

Mialan Cinn | Headlice

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 is the best way to catch this possible problem at an early stage.
The only way to be sure that your child has head lice is to find a live louse. If you find live lice, 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.
Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Medicine Administration

It is the parent's responsibility to ensure that all relevant information regarding their child's health is given to the Head Teacher or School Office at the earliest opportunity. Parents/Carers of children who require long term prescribed medication should supply the school with medicines and replenish as required, collecting out of date or surplus medicines at the end of the academic year. Medication will be stored and administered following the procedures stipulated by the City of Edinburgh Council. Please note Medication can only be administered if the necessary paperwork is completed. These forms are available on the school website.

If your child has a medical condition, it is very important that you inform the school and that an appropriate health care plan is drawn up and distributed to relevant staff in school who will know how to care for your child. At Taobh na Pàirce parents should contact Mrs Walker, our school administrator in the first instance. We can administer long-term and short-term medication at school providing parents have filled in the consent and instruction forms. We are also able to administer nonprescribed medication, such as Calpol if an appropriate form is completed and the medication is in its original container. All forms are available from https://www.edinburgh.gov.uk/information-professionals/health-care-planning/1

Mrs Sirin Bryson, School clerical Assistant , has responsibility for healthcare at Taobh na Pàirce and will happy to support with any enquiries parents may have.

Cleachdadh nam Meadhanan Sòisealta | Use of social media

Bun-sgoil Taobh na Pàirce understands the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

Iarrtasan son clàran clas | Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know children and young people do better on a wide range of measures. These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better results.

This section contains information about our Learning Together Framework and how parents and carers can get involved in their child's learning.

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

Lastly, it includes information on City of Edinburgh Council structures to support the voice of parents and carers. This includes your Parent Council and Parent Teacher Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

Connect https://www.facebook.com/groups/connectingparentgroups is the national organisation for Parent Teacher Associations and Parent Associations in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.
The National Parent Forum of Scotland https://www.npfs.org.uk has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Equality
City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Children's Rights

The rights of children and young people are at the heart of our code to practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them.

Ethos, Vision and Values

Our school ethos is summarised in our school vision.

Our school values were updated with staff, children and parents in the 2022-23 school session.

Our school provides a safe, nurturing and caring environment in which we have high aspirations in both learning and behaviour, for every child. Our aspiration is for all our pupils to develop into caring citizens and to achieve their potential both academically and socially.

We celebrate achievement regularly through;

- Regular ongoing and informal praise and recognition by staff
- Assemblies
- School displays
- Certificates - Gaisgeach na Gàidhlig, Luachan na Sgoile, Sgoilear na Seachdain
- Mentions in the weekly newsletter
- Through our learning journals
- Wider achievements – we encourage parents to share any achievements from their child's wide life experiences with us and this is celebrated in the school newsletter and displayed in our dining hall.

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.

These key human aspects of learning 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 Relationships

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring.

We have adopted the following key principles to create a caring, supportive, learning environment:

• an ethos that values positive, restorative and respectful relationships and promotes shared values

• an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour

• recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

We explore and establish “what’s happened” with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child’s behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

We also want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

We have a small number of easily remembered rules which everyone in our learning community knows.

These are summarised in three short phrases which form our expectations -

- Bi sàbhailte | Be safe
- Bi urramach | Be respectful
- Bi deiseil | Be ready.

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these expectations with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council updated their anti-bullying guidance in session 2020-21.
As an authority, we are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice. We work to prevent bullying and prejudicial behaviours and attitudes, and to develop positive relationships with all members of our school communities and wider partners. This work is part of our approach to Getting it Right for Every Child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

As a school, we are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice. Our school procedure is currently being reviewed and is informed by the overarching ‘Preventing and Responding to Bullying amongst Children and Young People’ procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote an actively

anti-bullying and anti-prejudice culture in our school through preventative, pro-active and responsive approaches.

Bullying and prejudice-based behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying or prejudice-based incident. We will support children who display bullying or prejudiced behaviour to identify the feelings and views that have caused them to act in this way. ~~and~~ We will challenge these views and support children, through education and learning, to develop alternative ways of behaving. Working together with parents is an essential part of our approach to preventing and responding to bullying. When bullying or prejudice happen it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Learning Together Framework



Parental involvement describes ways in which parents can get involved in the life and work of their child's school. Parental engagement is about parents' interaction with their children's learning. Schools and partners can play a vital role in supporting families to do this effectively by:

- enabling ongoing, two-way communications between home and school;
- supporting parents to contribute to school improvement and making decisions that affect the school;
- using the skills of parents to enrich the curriculum where appropriate; and
- providing opportunities for families to come together and engage with learning

Aims and Rationale

The purpose of our strategy is to ensure excellence and equity in parental involvement and engagement within our schools. It will ensure:

- we have the capacity and skills to support parental involvement and engagement;
- involvement and engagement is monitored and evaluated;
- effective communication is in place between home and school;
- parents can see how their involvement is influencing school improvement;
- we provide appropriate opportunities to involve all parents, whatever their ability, background or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their children;
- all staff who work with children and young people see the importance of engaging and working with parents.

Parental Involvement

> 'Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners'.
>
> Parental Involvement Act, 2006

Getting involved in the life and work of your child's school can include:

- ✓ Establishing and reviewing the vision, aims, rationale of school
- ✓ Improvement planning
- ✓ Decision-making on education matters affecting child's learning
- ✓ Developing/reviewing policies
- ✓ Organising events for families
- ✓ Using parents' skills to enhance/enrich the curriculum
- ✓ Short-life working groups
- ✓ Volunteering
- ✓ Developing the young workforce
- ✓ Parent Council – we have a highly committed, active and engaged parent council at Bun-sgoil Taobh na Pàirce
- ✓ Parental representation at school, local authority and national levels

Parental Engagement

Parental engagement can be considered as active involvement in learning.

Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare or schools.

Goodall and Montgomery, 2014

Your child's school will actively involve you in their child's learning. This can include

- ✓ discussions between parents/practitioners and children
- ✓ Focusing on how families can build on what they already do to help child's learning and to provide a supportive learning environment at home
- ✓ Providing clear and regular communication from school to home
- ✓ Making good use of information technology and the school website

Family Learning

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Family Learning Network, 2016

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning.

Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

Learning at Home

Learning at home recognises the vital role that parents, family members, peers and practitioners play in children's learning and development.

Review of Learning at Home 2018

The learning which happens in the home, outdoors and/or in the community, including organised or active learning opportunities

Everyday activities that families already do can be learning at home. These can include

- play
- leisure activities

- fun events
- sports
- trips
- cultural or volunteering experiences
- school related activities such as homework, reading and sharing books.

Home/School Communication

We are happy to discuss any aspect of your child's time at Taobh na Pàirce with you; please contact us by telephone or email to arrange an appointment. Your email will be directed to the member of the leadership team with responsibility for the particular year group in the first instance, who will arrange for the most suitable person to contact you; this might be a phone call or meeting in school with the class teacher or a member of the leadership team.

Parental Consultation/Reporting to Parents Throughout the Year

We consulted with parents, staff and learners on how we engage with parents throughout the year. As a result of the feedback from our consultation and a need to review our approach following the changes brought by the impact of Covid-19, this session the following approach is being implemented;

- Sharing of termly overviews with key learning for families to refer to
- Meet the Teacher event early in Term 1 with an information session for parents about the year ahead and key information
- Bi-annual parent consultations offered through a hybrid model of online or in-person delivery
- Introduction of the use of e-learning journals from sgoil-àraich to Clas 7; building an ongoing profile of each child's learning journey and providing regular updates for parents throughout the year
- A summative, end of year report, issued in June.

Parent Forum and Parent Councils

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

- receive information about the school and its activities;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- 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 your Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents and carers to volunteer or put themselves forward as representatives on the Parent Council.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents and carers
- 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

Mrs Caroline Daye and Mrs Nerissa Drennan-Laing are our Parent Council Co-chairs. They can be contacted via chairs@parantantaobhnapairce.org.uk
Our parent council website is as follows;
https://tnpparentcouncil.org.uk/

For more information on parental 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.

Locality groups and the citywide Special Schools Group

Locality groups and the citywide Special Schools Group enables Parent Councils members to get together to discuss common issues and have their views on local and citywide issues heard.

The above groups meet four times a year. There are four locality groups: north west, north east, south west and south east. There is also one citywide special schools group, and a mainstream group for the parents of children with an additional support need.

The Consultative Committee with Parents

The Consultative Committee with Parents (CCwP) is a forum that gives parents and carers the chance to discuss citywide and national issues with members of our staff and other groups.

The CCwP meets four times a year. Parent members are chosen at the meetings of the locality groups and citywide special schools group. Two parents from the CCwP are put

forward to take part in the Education, Children and Families Committee. This post lasts up to two years.

Education Children's and Families Committee

The committee has one parent representative who speaks on the behalf of parents, taking their views from their work in a school, locality group and the Consultative Committee with Parents (CCwP).

Who to ask

All questions/requests for information can be sent to

parental.engagement@edinburgh.gov.uk

Your email will be forwarded onto the right person/department to provide the answer/support you need.

Connect

Connect is a charity which supports Parent Councils and works with local authorities. The City of Edinburgh Council pays for all Edinburgh Parent Councils to have membership of Connect.

Connect are committed to making family engagement in children's learning and school lives as good as it can be. They work with parents and educators, providing information, advice and training.

https://connect.scot/

Buidheannan Guth Sgoilear | Pupil Voice Groups

Còmhairle nan Sgoilear| Pupil Council

Ceannardan Taighe| House Captains

Buidheann Co-Ionnanachd | Equalities Group

Buidheann an Aghaidh Burraidheachd | Respect Me Group

Comataidh Eco | Eco Committee

Buidheann Leughaidh | Reading Schools Group

Buidheann Spòrs | Sports Group

Section Three – School Curriculum

Edinburgh Learns for Life –A Vision for Education



Our Vision

The Edinburgh Learns for Life vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.

Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing 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 smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.
Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner 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 is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

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.

Your child's school will share information regarding how the curriculum is delivered in the school.

Gaelic-Medium Education

Gaelic-Medium Education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups at various locations in the city. For more information visit their Facebook page here. https://www.facebook.com/croileagan/

Edinburgh's first dedicated Gaelic nursery and primary school, Bun-sgoil Taobh na Pairce, opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. To ensure that our pupils are able to develop the language skills needed to gain full benefit from our rich curriculum, Gaelic is the main language of the classroom and the school, from the earliest stages. To allow for the best outcomes for all our learners, we would usually only admit pupils later than Primary One if their skill and confidence in Gaelic language are demonstrably at a level that would allow them fully to access the curriculum and take part in school life with confidence. To be best placed to support pupils thrive in a GME environment, all parents are strongly encouraged to committing to engage with learning the language themselves. School staff are happy to advise and support families with their Gaelic learning.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information via admin@taobhnapairce.edin.sch.uk

Currently, pupils who have studied at Bun Sgoil Taobh na Pairce transfer to James Gillespie's High School, at the end of P7, to continue with GME. In response to increasing

demand, the City of Edinburgh plans to further develop its secondary GME provision by opening a dedicated GME Secondary. Details relating to specific location, timescales, etc. will emerge after further consultation.

Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

For general enquiries about GME provision in Edinburgh you can contact us via out dedicated mailbox at gme@edinburgh.gov.uk

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.

Learning Through Play

Research shows play-based learning has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. At Bun-sgoil Taobh na Pàirce, class teachers and learners discuss and plan learning together. Learners are given choices in what and how they learn. Parents are encouraged to support their child's learning and information on what their child is learning in school is shared through individual and whole class learning journal posts and termly overviews.

Assessment

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

Pupils in P1, P4, P7 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods 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.

- *Class teachers assess each child's progress across all areas of their learning through formative approaches and end of teaching block summative assessments to inform their understanding of where they are within the Curriculum for Excellence*
- *Each child's progress is shared with parents/carers at parents' consultations in November and May and regular updates are shared via the Learning Journals e-platform, with both whole class and individual feedback*
- *We reviewed our approaches to reporting and profiling in the 2022-23 session and in 2023-24 session our summative end of year has been reviewed to reflect priorities identified*
- *All learners have an online learning journal profile which can be accessed at any time; please contact the school office if you are not able to access your child's account and we will be happy to support. Engagement with your child's learning via learning journals is very much encouraged.*

Homework

Pupils are regularly given homework to support their learning and to 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 and will be in line with your school's homework strategy.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class and makes you aware of what your child is learning and provides

you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

In August 2026 we will introduce **Fichead Facal**, a chance for parents to learn everyday Gaelic vocabulary at home with the help of their children.

Relationships, sexual health, and parenting programme

Your child will learn about Relationships, Sexual Health and Parenthood (RSHP) as part of our broad Health & Wellbeing (HWB) program. It is important that all children understand this area, appropriate to their age and stage of development. We follow the guidelines outlined in the national resource for Relationships, Sexual Health & Parenthood (RSHP) which can be viewed online at: https://rshp.scot/ The school leadership team is happy to discuss the content of this curriculum area further with parents. Withdrawal of a child from RSHP must be done from an informed position of understanding the importance of health education for all children.

Religious Instruction and Observance

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.

Read, Write, Count

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (https://www.parentclub.scot/) offers a range of hints, tips and advice to help parents engage in their child's learning.

First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: https://www.readingchallenge.scot/

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

Extra-Curricular Activities

We offer as wide a range of sporting and cultural activities as possible. At Taobh na Pàirce, there is a range of extra-curricular activities available for children during lunchtime including drama and dance, cèilidh club, guitar, choir and coding. If you would like any more information on these activities, please contact the school office for further details. We are most fortunate to have Pilrig Park on our doorstep and we capitalise upon this wherever possible for outdoor learning. In addition to in-school activities, classes also make regular educational visits. These visits are linked to children's class work and we believe visits enrich learning experiences. We greatly value parent support and assistance as volunteers to make these trips possible.

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 during at the school day and on Friday afternoons, as well as in the wider community. For further information contact our Active Schools Coordinator, Jess Lambson via jessica.lambson@ea.edin.gov.uk

Progression Pathways in the Senior Phase (S4-S6)

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: "the totality of all that is planned for children and young people throughout their education" (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

Career Information, Advice and Personal Support

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

www.skillsdevelopmentscotland.co.uk is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: www.mykidscareer.com
My World of Work provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.
https://www.myworldofwork.co.uk/secondary-school-pupils

The Scottish Credit & Qualifications Framework (SCQF) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils:
https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf

Parents and Carers can access further support on the SCQF here:
https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority** (SQA) website provides detailed information on all courses from National 3 – Advanced Higher:
https://www.sqa.org.uk/sqa/45625.3728.html

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:
https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:
https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/
https://www.npfs.org.uk/downloads/category/revision-guides/higher/

Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities though improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

How are the courses delivered?

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.
http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme

What is a Foundation Apprenticeship (SCQF Level 6)?

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

What qualification does the FA provide?

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:
https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/

Section Four – 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 in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around Education, and Children's Services
- 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.

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 form of abuse. Where we have concerns that a child 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

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and it's accompanying Code of Practice: **https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/**

It 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.
c) 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.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:
https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act

Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

The Authority also recognises that there may be **associated difficulties**

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns please speak to your child's class teacher in the first instance.

English as an Additional Language

The Education, and Children's Services Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

Pastoral Support

The Senior Management Team meets regularly with the Support for Learning teachers to review individual pastoral support needs and children's progress, and to identify next steps.

We work in partnership with parents to ensure children are safe and happy at school. If you have any concern regarding your child's learning and their health and wellbeing, please contact the school.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

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

- Enquire: www.enquire.org.uk Telephone 0845 123 2303

- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 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 Telephone 0131 667 6633.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition.

There are also details about making a placing request to another school.

Nursery Class Provision

The school's nursery class provides 40 places for fulltime 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. The vast majority of our parents 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 November's 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 offer a high quality educational experience and hope to work with parents and carers to support their children.

Primary to Secondary Transfer

Visits to our feeder 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 or GME feeder school or 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 non-denominational 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.

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 by the end of September in the year preceding the move.

As a school, we work very closely with James Gillespie's High School, to ensure that our children are supported in their transition to secondary school.

We liaise closely with the Support for Learning and Pupil Support Leaders to ensure all learning and pastoral information is passed on to the relevant staff. We also invite the appropriate members of staff to child planning meetings during Term 4, where possible.

We work in partnership with parents and learners to identify learners with additional support needs who would benefit from an enhanced transition and these visits take place during Term 4.

Catchment Secondary School

Children learning through Gaelic medium education currently continue their GME experience at James Gillespie's High School.

James Gillespie's High School,
57 Lauderdale St,
Edinburgh,
EH9 1DD
admin@jamesgillespies.edin.sch.uk

Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered, but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for their sibling. This could mean parent(s)/guardian(s) have children attending different schools.

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.

Further information

Further information on school placing requests can be found on our website at:
http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Section Five – School Improvement

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. At Taobh na Pàirce, we consult with staff, learners, and parents to evaluate our progress and identify strengths and next steps. Each year, we audit our progress and prepare a Standards and Quality Report. Our Standards and Quality Report and School Improvement Plan is available on our website. Our weekly newsletters include regular updates on school improvement plan progress and we share our progress with the parent forum during the HT Update section of our Parent Council meetings.

Websites

You may find the following websites useful.

- **www.edinburgh.gov.uk** - contains information for parents and information on Edinburgh schools.
- **https://education.gov.scot/parentzone** - parents 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.

Parentzone SCOTLAND

- **https://education.gov.scot/inspection-reports** - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- **http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/** - parents 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.
- **https://www.childline.org.uk/info-advice/bullying-abuse-safety/** - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- **https://respectme.org.uk/** - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- **https://education.gov.scot/** - provides information and advice for parents as well as support and resources for education in Scotland
- **https://www.equalityhumanrights.com/en** - contains information for everyone on equality laws within the government and local authorities.

Glossary/Acronyms

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputes in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).
BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional Language.

		This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
CPM	Child's Planning Meeting	A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and co-ordinated. This will explain what should improve for the child, the actions to be taken and why the plan has been created. The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation and the child's needs, the lead professional may also be their named person. The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be

		taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
CT	Class Teacher	Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.
CYPADM	Children and Young People Acute Deterioration Management	A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the headteacher as necessary and will have responsibility for leadership and management of colleagues.
DO	Development officer	Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
D of E	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement
EAL	English as an Additional Language	A learner of English as an Additional Language is a pupil whose **first language*** is other than English. This includes children and young people: - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home * The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.

EE	Enhanced enrolment	Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.
EP	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
EPG	Education Placement Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
ESOL	English for Speakers of Other Languages	ESOL is studied by those whose first language is not English. SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools. ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.
EYO/EYP	Early Years Officer/ Early Years Practitioner	EYOs and EYPs make up most of the staff who work in nurseries and pre-school settings in Scotland.
FE	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as well as work-based learning or in adult and community learning.

FEF	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.
FLO	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child's learning.
FSM	Free School Meals	
FTE	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.
GIRFEC	Getting it Right for Every Child	A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work. The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.
GRT	Gypsy Roma Traveller	The term Gypsy, Roma and Traveller is used to describe a range of ethnic groups or people with nomadic ways of life, including: • Gypsy Travellers (English, Welsh, Scottish, Irish Romany people) • Roma (more recent migrants in the UK from Central and Eastern Europe) The term Traveller can also refer to groups that travel (e.g. New Travellers, Boaters, Bargees and Showpeople) however these are not ethnic groups.
GTCS	General Teaching Council for Scotland	The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualifies and GTCS registered teachers.
GUS	Growing Up in Scotland	Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HESS	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.

HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
HNC/ HND	Higher National Certificate/ Higher National Diploma	Higher National Certificate (HNC) and Higher National Diploma (HND) are advanced qualifications equivalent to the first two years of study at university. They are offered by colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
HT	Head Teacher	Also known as a rector, the headteacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the use of whiteboards - as an administrative tool.
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.
LAC	Looked After Child	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'. There are many reasons children may become looked after, including: • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system

LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.
NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university. In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is. In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.

OT	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
PEEP	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their judgement to support other children in their school who are affected by poverty. For every child that is registered, the school will receive £1,200 in addition to their normal budget. The Headteacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.
PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.
PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning

		through professional learning conversations supported by an annual review meeting.
PSA	Pupil Support Assistant	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Education Improvement Officer	Usually a local authority officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	
RSHP	Relationships, Sexual Health and Parenthood	
SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap. It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.

SALT/SaLT/SLT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
SLS	School Leaders Scotland	A union for headteachers and depute headteachers.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the headteacher and depute head teachers; may also include the business manager and principal teachers.

SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SORT	School Operations Risk Toolkit	A risk framework to manage all risk assessments and guidance required in association with the response to Covid-19.
SQIP	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
UCAS	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.
UNCRC	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
VOICE		A teaching union
VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.

VSE	Validated Self-Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YAD	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
YPPM	Young Person Planning Meeting	See CPM

The information in this school handbook is considered to be correct at the time of publication, however, it is possible that there may be some inaccuracy as the school year progresses.

Parent Feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: _____

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Laura Stewart
Headteacher
Bun-sgoil Taobh na Pàirce