School Information Handbook
For Parents

Wellfield Rd
HAWICK
TD9 7EN

Acting Headteacher: Mr M Wilson

Tel: 01450 372075
Email: wiltonps@scotborders.gov.uk
We are delighted to welcome you to Wilton, as part of our school community and as a partner in your child’s education. We recognise that parents as the key educators of their children and look forward to developing a partnership with you, in order to support your child’s development.

This collective approach will promote the learners reaching their full potential and support achieving our school ethos -

**Be the Best we can Be**

Wilton has a committed staff who work well together as a team, to ensure the learners are motivated to learn through a range of stimulating learning experiences.

Starting school or coming to a new school can be exciting but also worrying. Hopefully this booklet will help reduce concerns and answer your questions. If you are considering enrolling your child at Wilton please get in touch to arrange a visit to the school as this will help you in the decision making process. We constantly strive to make Wilton a friendly school and we are confident that your child will very quickly feel at home here.

At any time, if you have concerns, please feel free to contact the school - we have an open door policy at Wilton, as good communication is the key to positive relationships with parents and helps promote happy learners.

**The Leadership Team**
Our Vision

Successful Learners
We will:
• provide a broad and balanced curriculum which challenges and motivates all pupils in a stimulating environment
• ensure all children develop to their full potential, meeting individual needs through effective teaching and learning strategies.

Effective Contributors
We will:
• encourage our pupils to share their ideas, work together and appreciate the views of others
• Help children to develop positive strategies to promote resilience, self-reliance and enterprise.

Confident Individuals
We will:
• help our pupils to grow in confidence in a safe and caring environment
• encourage our pupils to be ambitious for themselves
• create a caring, friendly, happy and safe environment in which management, staff, parents and pupils work together for the wellbeing of all.

Responsible Citizens
We will:
• ensure that our pupils develop respect for themselves and others through tolerance and co-operation
• support our pupils in making informed decisions and life choices
• help our pupils to grow in their knowledge and understanding of our world and their place in it
• encourage children to share responsibility for their own learning.
Our Values

Wisdom—we enjoy learning.

Independence - we can work and think for ourselves.

Loyalty - we trust and respect each other.

Truth - we are honest with everyone.

Opportunity - together we can succeed.

Urth - we support and care for each other.

Community Links

Denominational Bodies
At Wilton we work in partnership with Church of Scotland and Scripture Union. Through our work within Religious and Moral Education we study different faiths and cultures around the world.

"Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the headteacher to arrange a meeting to discuss alternative arrangements for your child."

Specialists
We are very fortunate to have specialists in to teach the pupils skills within different sports and activities. The pupils are then given the opportunity to take part in Community events such as Rugby, football and Cricket leagues, Netball tournaments and Hawick Cross Country. The whole school also go to the local Leisure Centre for a block of swimming.

Extra Curricular Activities - Wilton works in close partnership with our Learning Community’s Active Schools Coordinator Paul Scott who provides many sports activities for the pupils. We also have a variety of after school clubs which change regularly for different age ranges. Rainbows and Karate operate within the school of an evening.
At Wilton we consider the whole child - their holistic needs, through the SHANARRI indicators: We aim to Get It Right For Every Child—


Children’s Charter
Wilton are working towards becoming a Rights Respecting School. We have therefore created a Children’s Charter of expectations to incorporate the children’s rights and the rights of others in line with the UNCRC. The Rights have been phrased in a positive way to promote effective dialogue and to encourage the pupils to consider their own and others actions. The expectations relate to all areas of the school environment.

Our ‘Wilton Charter’ was created with input from the learners, staff and parents, to promote engagement of all.

ACHIEVE
Right to:
- Get the help I need to achieve
- Have learning equipment needed
- Be listened to.
- Be able to focus on my learning

RELAX AND PLAY
Right to:
- Be included and feel nurtured.
- Relax and play everyday
- Be treated in a fair and equal way
- Be active inside or outside

SAFE
Right to:
- Feel safe and protected in school.
- Be kept safe by having school rules and routines.
- Have safe and responsible people around me
- Be taught how to stay safe

RESPECTED
Right to:
- Be spoken to and treated with respect.
- Have my ideas and opinions valued.
- Have my belongings and personal space respected
- Have my family background and culture respected.

ECO School
We are an ECO school as we believe it is important to encourage our pupils to look after our planet; to develop good habits from an early age. We have achieved our Silver Award for the work we have carried out in 2015-16. Our next step is to work towards the Green Flag Award.
### Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Names</th>
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<tbody>
<tr>
<td>Acting Head Teacher</td>
<td>Mr Martin Wilson</td>
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<tr>
<td>Depute Headteacher</td>
<td>Mrs Charlotte Shortel</td>
</tr>
<tr>
<td>Principal Teacher</td>
<td>Mrs Kerry Cumming</td>
</tr>
<tr>
<td>Principal Teacher (ASN)</td>
<td>Mrs Rhian Duncan/Mrs Susan Scott</td>
</tr>
<tr>
<td>Class Teachers</td>
<td>Miss Claire Turnbull, Mrs Jeanette Scott, Miss Rebecca Wilson, Mrs Nicola Tinlin, Mrs Helen Drummond, Mrs Sandra Anderson, Mrs Kerry Cumming, Mrs Sheona Hedley, Mr Corbett</td>
</tr>
<tr>
<td>ASN Teachers</td>
<td>Miss Sandra Brady, Mrs Jane Clancy/Mrs Rhian Duncan, Mrs Susan Scott</td>
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<tr>
<td>SfL Teachers</td>
<td>Mr Fergal Twomey &amp; Mrs Lesley Robertson</td>
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<tr>
<td>Senior Nursery nurse</td>
<td>Miss Leigh Mitchell</td>
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<tr>
<td>Curriculum Support Teachers</td>
<td>Mrs Sabby Angus</td>
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<tr>
<td>Music Teacher</td>
<td>Mrs Caroline Crews</td>
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<tr>
<td>Swimming Instructor</td>
<td>Miss Lesley Ann Aitken</td>
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<tr>
<td>Brass Instructor</td>
<td>Mr Rob Hume</td>
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<tr>
<td>Classroom Assistant/First Aider</td>
<td>Mrs Debbie Nicholson</td>
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<tr>
<td>Nursery Nurses</td>
<td>Mrs Jill Bryson &amp; Miss Emma Knight</td>
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<tr>
<td>Assistant Childcare Workers</td>
<td>Mrs Angela Blaikie &amp; Miss Nicola Scott</td>
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<tr>
<td>School Administrator</td>
<td>Mrs Marion Webb</td>
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<td>Office Assistants</td>
<td>Mrs Myra Mallin</td>
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<tr>
<td>Janitor/First Aider</td>
<td>Mr Eddie Walsh</td>
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<tr>
<td>Additional Needs Assistants</td>
<td>Mrs J. Wilson, Mrs E. Neilson, Ms L Sharp, Mrs J. Turnbull, Mrs M. Irvine, Mrs W. Johnstone, Mrs D. Kirkpatrick, Mrs T. Whiteford, Mrs L. Fraser, Mrs A. Skeldon</td>
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<tr>
<td>Lunchtime Supervisors</td>
<td>Mr Walsh and Mrs Myra Mallin</td>
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<td>Playground Supervisors</td>
<td>Mr Eddie Walsh &amp; Mrs Sheena Darling</td>
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<tr>
<td>Cleaners</td>
<td>Mrs Tracey Storey, Mrs Jane Batten</td>
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Curriculum for Excellence (CfE) is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

**Early Stage** - Pre-School and P1  **First Stage** - P2 - 4  **Second Stage** - P5 - 7

CfE include *Experiences and Outcomes* across all curriculum areas, up to and including the third level. Some pupils may work at a level earlier or beyond their age and stage. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland’s place in it, and an active and healthy lifestyle.

**Contexts** - A range of teaching methods and contexts for learning is used, including active, collaborative and enterprising learning, which encourages the learners to become enquiring. Learning across the curriculum will help pupils make links between subjects areas. Learning outdoors and in the community, gives opportunities for pupils to apply their learning in real-life contexts. Before children embark on sensitive areas of the curriculum such as Human Reproduction parents are informed.

**Aim** - The aim of CfE is to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. CfE enables teachers to teach subjects creatively, to work together across the school and outwith, to share best practice and explore learning together. CfE balances the importance of knowledge and skills. Every child is entitled to a broad education, whatever their level and ability, at a pace they can cope with and with challenge they can thrive on.

**Modern Languages** - Wilton is including the Scottish 1+2 Languages approach: “Today’s children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens. The Scottish Government’s policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards. Additionally, each child should have the right to learn a second modern language from P5 onwards. The policy should be fully implemented across the country by 2020.” (Education Scotland)

**Assessment** - Progress is assessed in a variety of ways, to promote raising attainment and ensuring the learners achieve their potential.

**Find out more about Curriculum for Excellence at EducationScotland**


*Skills Development Scotland:* [http://www.skillsdevelopmentscotland.co.uk/](http://www.skillsdevelopmentscotland.co.uk/)
The Getting It Right For Every Child (GIRFEC) is the National approach which ensures that anyone providing support puts your child at the centre. Practitioners work together to support you and your child and where appropriate, take early action at the first signs of any difficulty. This means working across organisational boundaries and putting your child and you at the heart of decision making, giving all our children and young people the best possible start in life. GIRFEC means that everyone working with Scottish Borders children, young people and their families are being encouraged to:

- Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.
- Use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people.
- Be clear about personal responsibility to do the right thing for each child/young person.
- Work with children, young people and their families, using a collaborative approach with fewer meetings. This should ensure children, young people and their families give information only once, and enables the development of one plan to meet all their needs. Respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

GIRFEC is part of the Children and Young People (Scotland) Act 2014. The multi-agency approach of the Scottish Borders is to phase in this implementation. If you would like any further information please ask your child’s Headteacher.
The Health and Well Being of our pupils and staff is very important, we try to ensure that everyone is happy and leads a healthy lifestyle. Some of the things we do to promote good health are:

- Giving praise and rewards for good work and positive behaviour.
- Sharing successes and achievements in a variety of ways.
- Providing chilled, filtered drinking water accessible for all pupils.
- Daily tooth brushing in every class.
- Nutritious school lunches that are cooked on the premises.
- Physical Education - every child has 2 hours of PE every week.
- Additional sports with specialists; all pupils have a block of swimming and rugby sessions.
- A Health and Wellbeing programme across the school.

We also work closely in partnership with our health colleagues; the School Nurse, the School Dental Team, the Child Smile Team and the Speech and Language Therapist.
At Wilton we strongly believe in Pupil Voice: we include our learners in decisions which affect them. All pupils are involved in planned discussions in order to give them a chance to air their views, offer suggestions and influence decisions made around the school.

Pupil participation relates to the Curriculum for Excellence experience and outcomes:

“Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.”

HWB 1-13a

Our P7s help with wet weather duty, the tuck shop and they are also P1 buddies. These extra roles provide opportunities for the pupils to be responsible and helps them to become good role models for the younger learners.

Some of our pupils are elected by their peers for extra responsibilities.

This can include -

1. House and Vice Captains
2. Junior Active School Coordinators
3. Junior Road Safety Officers

Within class we promote 'Pupil Voice' through providing opportunities and a supportive learning environment to share ideas and opinions with each other. Through our new development 'Visible Thinking,' we are developing strategies and activities to encourage deeper levels of thinking and reasoning. Providing opportunities for pupils to have a say in their learning promotes enthusiasm and motivation.
We follow a ‘Positive Behaviour Policy,’ at Wilton to promote good behaviour. We expect all children to follow the ‘Wilton Charter’ and class/school routines. Children are taught the Charter and routines consistently in every class. The Charter applies to all areas of the school environment.

**Rewards** - Learners who follow the Charter will be happy in school, their learning will progress well and they will be rewarded. Rewards take many formats – praise, stickers and housepoints from the teacher. The teacher also chooses a pupil each month for a ‘Gold Award’ presented at assembly. Learners with collated stickers within sticker charts gain rewards from the management team before bringing them home.

**Consequences** - Children who choose not to make the right choices as laid out within the ‘Wilton Charter,’ understand that there will be consequences. We display our visual ‘Positive Behaviour’ expectations within all classrooms. Nursery - P4 use a weather station to display each learner’s position from the positive exceptional sun going backwards progressively to a storm cloud. P5- 7 use a musical scale with very happy through to sad emoji faces. Each move results in either a reward or a consequence. Steps on the visual record can be bypassed depending on the severity of the behaviour, and may result in the learner being sent directly to management. Their movement on the weather station or musical scale will be recorded to identify any patterns in behaviour. If the learner’s name is recorded 4 times within a block, they will be sent to management, which will involve the learner completing a ‘think sheet’ to reflect on their behaviour and a phone call home.

**The Playground** - To implement our ‘Positive Behaviour Policy,’ within the playground we use praise and stickers for positive behaviour and for inappropriate behaviour we follow a red/yellow card system. A yellow card is a warning, a red card results in the pupil being sent in to management. Subsequently, this will result in the pupil missing some playground time and parents may receive an informative phone call.

**Anti-Bullying** - as a school we follow the Scottish Borders Policy Respectful Relationships. Details of this can be found on https://www.scotborders.gov.uk/downloads/download/316/respectful_relationships_policy.
Our School Day

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<th>Monday - Thursday</th>
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<table>
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<tr>
<th>Friday</th>
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<tr>
<td>Morning</td>
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<td>Brunch</td>
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<tr>
<td>Afternoon</td>
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The School Office is open from 8.30 each morning and closes at 4pm every day apart from Friday when it closes at 1pm.

Weather permitting, the pupils spend breaktime in the playground under the observation of the playground supervisors.

Our playground supervisors look after the children before and after school for 15 minutes, during breaks and lunchtimes. Please don’t send your children to school before 8.35 a.m. as there will be no supervision. If raining the pupils have their break within their classrooms.

Our healthy school lunches are prepared on site and menus are planned to be nutritious and balanced. Lunches are ordered and paid for with an electronic system called ‘ParentPay’ which the office staff administrate. If you feel you may be eligible for free school meals please contact the office for assistance.
We at Wilton strive to develop good relationships with parents through a joined up approach, to support our pupils in being ‘the best we can be.’ This relates to the ‘Curriculum for Excellence.’

Learners benefit when practitioners develop positive partnerships with parents and families by involving them in decisions affecting their children’s education and learning (CfE).

Supporting your child’s learning - Your child’s class teacher will give you information on how you can support your child; this may include guidance on homework or other activities to do at home. We encourage parents into the setting to support learning if this is something they would like to do; a parent request letter gets sent out at the start of the session.

Reporting to Parents- There are two parent’s nights in the academic year where parents can sit down with the teacher to discuss their child’s learning.

Progress Report- You will receive a progress report in June each year. This will give you information on how your child is progressing in all areas of the curriculum.

Opportunities to Share in Your Child’s Learning — there will be opportunities throughout the year to visit the classroom and see the environment and some of the work your child has been doing. There are also class assemblies which parents are invited to which showcase some of the classes work.

Parent Council- We have a Parent Council that meets regularly in school. If you would like to find out what our Parent Council does, or if you would like to join our Parent Council, let us know, it would be great to have you on-board.

Additional Support for Learning- At times pupils may need a little additional help to support them in their learning. If you feel that your child may require additional support please speak to the class teacher or a member of management.
Absence and Illness
If your child is not well please contact the school before the start of the school day to let us know. If you do not then you will receive a Groupcall text from the school asking you to contact us to let us know what is wrong with your child. It is very important to notify us as we are legally responsible for your child during school hours unless advised differently.

Attendance figures
We monitor attendance regularly. Parents will be initially alerted by letter when attendance levels fall below 90% and if attendance continues to fall, management will hold a meeting with parents to address the issue. Teachers will also phone to speak to parents when a child's attendance is below 90%.

Concerns- if you have any concerns about your child in school, please contact the school office to make an appointment with the class teacher or a member of management team who will assist you, if we don't know there is an issue, we can't help.

Complaints Procedure

While we hope that if something goes wrong or you are dissatisfied with our services, you will tell us and we will do our best to put things right. We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: [www.scotborder.gov.uk](http://www.scotborder.gov.uk).

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through the Headteacher or Depute Headteacher) or indeed any member of staff. You can also make a complaint via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk).

If we are unable to resolve your complaint, or if you believe your complaint requires formal investigation, you may make your complaint directly to the Education and Lifelong Learning Department at Scottish Borders Council. Again this may be done in a variety of ways:

- in person at a Scottish Borders Council customer services office
- by phoning the Council on 01835 824000
- by letter to the Complaints Officer, Education and Lifelong Learning, Scottish Borders Council, Council Headquarters, Newtown St Boswells TD6 0SA
- by email to schoolsservicesadmin@scotborders.gov.uk
- via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk).
Communication
We strive to ensure good communication with parents to ensure they are the necessary information to support their child. Our regular newsletter contains dates and information on upcoming events as well as holiday dates. We send out letters either paper copies or emails, group calls (texts) or you may receive a phone call so please ensure the school has current contact details. At the start of each session you will receive a consent letter regarding permission for your child's photo and name to be included within the media. The school has a Facebook page as an additional form of communication with all stakeholders.

School Enrolment
If you live within Wilton Catchment area please contact the school to enrol your child. More details on enrolment and catchment areas can be found on SBC website http://www.scotborders.gov.uk/info/878/schools?evacid=mp. If you live out with our catchment area and wish your child to be placed with us you must first enrol your child at their catchment school, then complete a placing request form with us. Placing request decisions are taken at authority level.

Transitions
Before children start Primary 1 or move onto High School parents will be invited to come along to meetings with key staff. Pupils starting P1 will visit their new class and stay for their lunch. To prepare pupils for the start of their secondary Education, we run a very structured programme for transition, including a two day visit to our feeder school Hawick High School (Buccleuch Road, Hawick, TD9 OEG, Tel: 01450 372429, email: hhs@scotborders.gov.uk).

Supported transitions
Any child with additional support needs will have an enhanced transition onto their next educational provision. This will be planned on an individual basis to meet each child's needs.

Our Improvement Journey
Copies of the School Improvement Plan are available on request from the school office. Current School and Nursery Inspection reports are accessible on the Education Scotland Website and the Care Inspectorate websites. Other school policies are available on request from the school office.
"At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs."

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

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

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

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

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

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


For more information, you can contact:
(a) Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.
(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk and
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741. www.sclc.org.uk"

D) Information on SBC website—https://www.scotborders.gov.uk/info/20041/support_for_pupils/456/additional_support
Health and Safety

Parental Responsibility

It is very important that the school has accurate and up-to-date contact details for all pupils so we can contact parents/guardians quickly in an emergency.

Playground supervision

An adult presence is provided in the playground from 15 minutes before the start of school and at the end of the day. For safety reasons please do not leave your child in the playground out with supervised times.

No child who is having a school or packed lunch is allowed to leave the school playground during lunchtime. During bad weather, the pupils will be supervised in the school building at morning interval and lunchtime.

Child Protection

All SBC schools and their staff are required to follow the Scottish Borders Child Protection Committee’s Inter-agency Child Protection Guidelines and procedures. The Child Protection Guidelines can be found on the Scottish Borders Council website: www.scotborders.gov.uk In the search box enter – Child Protection.

A key element in the procedures is that if a member of staff in a school is made aware of a concern (usually through a statement made by a child) or an issue that could have child protection implications, the member of staff has no option but to refer to the Child Protection Unit – 01896 664159. The Children (Scotland) Act 1995 states that the welfare of the child is paramount and this must always be the sole consideration for the school.

In making a referral staff will not be making any judgement on the strength or truth of the child’s statement but must follow procedures to support pupils and staff. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities. The child’s parents or carer will always be informed as soon as possible about such disclosures and any action resulting from this.

Keeping parents informed may not always be undertaken by school staff and could involve other organisations, such as social work staff or the police. If the child protection issue is taken further, school staff will work with families to support children through the process.
At Wilton we wear a school uniform. This promotes a sense of belonging; being part of our school community here at Wilton. It also helps identify our pupils when attending out of school activities and also helps identify Wilton pupils for safety reasons.

Our uniform is bright and attractive, displaying our logo - Be the Best we can Be. Nursery wear red, P1-6 wear purple and P7 wear green sweatshirts. Please clearly label all items of uniform with your child’s name.

Our uniform is available to buy/order from the school office, where you can see our range and sizes on offer. Denim wear and team embossed clothing e.g. football shirts, are not permitted in school.

<table>
<thead>
<tr>
<th>Size Guide - Age:</th>
<th>1-2 XS</th>
<th>3-4 S</th>
<th>5-6 M</th>
<th>7-8 L</th>
<th>9-10 XL</th>
<th>11-12 XXL</th>
<th>XS Adult</th>
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<tbody>
<tr>
<td>Items</td>
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<tr>
<td>Polo Shirt</td>
<td>S, M, L, XL, XXL, XS Adult</td>
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<tr>
<td>Sweatshirt</td>
<td>S, M, L, XL, XXL, XS Adult</td>
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<td>Sweatshirt Cardigan</td>
<td>S, M, L, XL, XXL, XS Adult</td>
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<td>V neck Sweatshirt</td>
<td>S, M, L, XL, XXL, XS Adult</td>
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<td>T-Shirt</td>
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<tr>
<td>Base Layer Top (Black)</td>
<td>Small 26-28” Med 28-30” Lge 30-32” XS Adult 32-34”</td>
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<tr>
<td>Base Layer Shorts (Black)</td>
<td>Small 22-24” Med 24-26” Lge 26-28”XS Adult 28-30” S Adult 30-32”</td>
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<td>School tie</td>
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<td>Book Bag</td>
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<tr>
<td>Gymsac</td>
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PE KIT - Pupils should have a pair of shorts (white or navy), a school t-shirt (purple for P1-P6s or green for P7s), or a plain white T-shirt and a pair of gym shoes or trainers. The kit should be kept in school as each child receives a minimum of 2 hours of physical exercise per week, and P.E. days can change.

SWIMMING KIT - Only children with additional needs can now access our pool. They are asked to have a swimming cap as well as normal swimwear/towel. For children in mainstream classes they will receive a 6 week block of lessons each year at the Teviotdale Leisure Centre.

ART - Pupils should have some sort of protective clothing for art e.g. an apron or an adult’s old t-shirt.
There is no legal or contractual duty on school staff to administer medication and supervise the pupils taking it. If it is agreed by management to take on this responsibility it is purely on a voluntary basis.

It is now only permissible to give pupils prescribed and/or complex medication. We are unable to administer non prescribed medication. When a pupil is in receipt of prescribed medication it is helpful in the first instance to consider whether or not it is necessary for the medication to be taken during the school day. This requires parents planning the administration of the child's medication to be done in out-of-school hours and includes making arrangements for the child to return home at lunch times where possible. Where this is not possible and schools are asked to administer prescribed medication, the following procedures should operate:

- All prescribed medication should be accompanied by clear, written, signed instructions from parent/guardian on the form “Request for the School to Give Prescribed Medication” (available from the school office), which includes dose, frequency, and duration of course and date prescribed. These details and the pupil's name should be clearly marked on the medication container.

- All prescribed medication, in the smallest practical amounts should be brought to the school by the parent/carer and should be delivered personally to management or a designated member of staff.

- The renewal of any medication, which has passed its expiry date, is the responsibility of the parent. The school will contact parents/guardian if medication remains uncollected.

- Where any change in medication occurs, clear written instructions from parents/guardian should be provided for school staff.

- All information regarding medication will expire at the end of each school session. If the administration of medication is to continue all relevant information must be confirmed in writing at the commencement of the new session.

- A written record will be kept on the appropriate form indicating administration of all prescribed medication to pupils. This record will be kept together with the instruction, checked on every occasion and completed by the member of staff administering the medication. The record should give the date and time of administration, the name of the medicine, the dosage, the name of the pupil and the name of the staff member.
School term dates for 2017/18

Autumn term

- Monday 14 Aug 2017 - Staff resume, in service day
- Tuesday 15 Aug 2017 - Pupils resume
- Friday 06 Oct 2017 - Last day for pupils and staff – mid-term holiday
- Monday 16 Oct 2017 - All resume
- Thursday 09 Nov 2017 - Staff in service day
- Friday 10 Nov 2017 - Staff in service day
- Monday 27 Nov 2017 - St Andrew's Day holiday, school closed
- Thursday 21 Dec 2017 - Last day of term for pupils and staff

Winter term

- Monday 08 Jan 2018 - All resume
- Thursday 08 Feb 2018 - Last day for pupils - February holiday
- Friday 09 Feb 2018 - Staff in service day
- Wednesday 14 Feb 2018 - All resume
- Thursday 29 Mar 2018 - Last day of term for pupils and staff

Summer term

- Monday 16 Apr 2018 - All resume
- Friday 04 May 2018 - Staff in service day
- Monday 07 May 2018 - May Day holiday, school closed
- Wednesday 27 Jun 2018 - Last day of term for pupils and staff

Casual holidays

- Friday 08 Jun 2018
- Monday 11 Jun 2018