

Handbook for Parents and Carers

# Lawfield Primary School

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## Introduction from the Head Teacher

Dear Parents/Carers,

I am delighted to welcome you and your child to Lawfield Primary School. I hope that your association with the school as a partner in your child(ren)'s learning will be a happy and satisfying one, enabling us to work together to provide the best educational opportunities for your child.

This handbook provides parents and carers with key information about the school. If you have any questions which are not answered in the following pages, or if there is anything else you would like to see included in the handbook, please let me know.

At Lawfield we consider mutual trust, understanding and partnership between parents/carers, our pupils and the school team to be very important in helping to make a child's experience here both happy and successful. We actively encourage parents'/carers' involvement and support in their child's education.

Our team of teaching and non-teaching staff are committed to providing the best possible educational experience for every child in our school. You can be assured that we will do everything possible to make your child's time here at Lawfield a worthwhile and rewarding experience. Please keep up to date with our latest news, activities and documentation by checking the School App. We also have a Facebook page and Twitter feed (see page 4 for details).

We look forward to working with you and your child(ren).

Mrs Jennifer Alison

Acting Head Teacher



## School Details

Address:	Lawfield Primary School 26 Lawfield Road Mayfield Dalkeith EH22 5BB
Telephone No:	0131 271 4620
Website:	lawfield.mgfl.net
Twitter:	@LawfieldPS
Head Teacher:	Jennifer Allison (Acting)
Depute Head Teachers:	Mrs Lisa Spence Mr Michael Egan Mrs Patricia Mosby
Principal Teachers:	Miss Danijela Rae Miss Anna Kirkham-Waring

## School Session Dates

For the most up to date information on school term dates and holidays, please visit the Midlothian Council website by following [this link](#).

## Enrolment

Parents and carers who have been offered or seek a place for their child at Lawfield Primary School are most welcome to visit the school, preferably by phoning the school to make an appointment. Parents who live out of the school's catchment area and who wish their children to attend Lawfield Primary can obtain an application form from their Catchment School or Midlothian Council: Pupil Placement.



## Midlothian Vision, Values and Aims

**Mission Statement:** Quality Lifelong Learning for All.

### **Vision**

The Education Service in Midlothian is committed to providing lifelong learning opportunities of the highest quality leading to:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

### **Values**

The Education Service particularly values:

- The individual
- The quality of improvement
- Effective partnerships
- Service to the community
- Achievement for all

### **Aims**

To achieve this, the Education Service aims to be:

- Responsible
- Innovative
- Creative and Enterprising



## Nurture Statement

At Lawfield, nurture is at the heart of everything we do. We begin every day with a soft start where the children are met with soft lighting, conversation with their teachers and peers, alongside quiet activities such as board games, hamma beads, Lego and art activities. During this part of the day, children are encouraged to think about where they are in the “Zones of Regulation” and what they may need to do to get to the “green zone”.

A nurturing approach continues throughout the day. Adults working at Lawfield understand that every child learns in a different way, that school should be a secure base, that behaviour is a means of communication, and that a nurturing approach helps children to develop their self-esteem. During the school week we offer a huge variety of nurture groups, from sport and outdoor nurture groups to small groups focussing on emotional literacy, social skills, and self-esteem.

We strive to provide a nurturing environment for all our children at Lawfield.



## Curriculum for Excellence

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

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

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at an appropriate pace and are also challenged. Your child will be encouraged to work and develop at a pace most compatible with his/her own needs. Clearly this means a different pace for different children. Within each class and in key subject areas, your child may be working in one of three or four groups, matched to ability. A child's rate of progress can vary as he/she moves through school, so there is always flexibility with regard to the group within which your child is working. Children can and do change groups.

Curriculum for Excellence balances the importance of knowledge, skills and attitudes. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner is responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence also develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. Throughout our learning programmes there is an emphasis on learning for a purpose. Teaching and learning is placed within a 'real world' context wherever possible, making learning relevant and helps young people apply knowledge and skills to their life beyond the classroom.

Our curriculum also links knowledge in one subject area to another, helping children to understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

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

Ultimately, Curriculum for Excellence aim is 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.

## Languages and Literacy

Language is at the heart of children's learning. High priority is given, therefore, to developing pupils' ability to use English Language effectively. In our Literacy programme we are concerned with the development of the four elements of **Listening, Talking, Reading and Writing**.

**Listening:** Essential in any learning process and we encourage children to develop good listening habits from an early age. Activities are planned to develop skills in listening for a variety of purposes. These include listening for information and instructions, as well as listening for



pleasure. We aim to develop pupils' ability to become effective and critical listeners, able to reflect upon ideas, experiences and opinions and respond in an appropriate way.

**Talking:** Having the confidence to share information, ideas and opinions is an essential life skill. Our pupils are given many opportunities for discussion and dialogue to help them reinforce concepts and clarify new ideas. We value giving pupils the opportunity to 'talk through their thinking'. Spoken activities are a regular part of the class routine and opportunities are planned to allow pupils to develop talking skills for a range of purposes and in a variety of situations, one to one, small groups and larger audiences.

**Reading** is taught in a structured way which aims to ensure that children experience success and enjoyment of books from Primary 1. The Active Literacy Approach is used at the early stages



combined with practice in recognising common words, and use of illustrations and context. Our reading programme uses an extensive range of resources at the centre of which are the Oxford Reading Tree, Accelerated Reading and Non-Fiction Reading Programmes together with an increasing range of supplementary readers and novels. We also have a wide range of colourful and attractive books both for recreational reading and reference purposes. Emphasis is placed on the importance of understanding the text at all stages and, as pupils become more fluent readers, activities are designed to develop increasingly sophisticated comprehension skills.

**Writing:** A wide range of skills are required to be mastered for children to become fluent writers. We often find that children who are keen readers are better writers, absorbing and using ideas to develop their own writing style. Personal writing about their own experiences, imaginative writing and functional writing of reports, instructions, letters etc. require children to be able to write in



different styles for different purposes and audiences. We use the Active Literacy approach together with Progressive Programmes to develop the technical skills in handwriting, spelling, grammar, punctuation and sentence structure.

## Modern Languages

At Lawfield Primary School, pupils have the opportunity to experience French from Primary 1 and we are currently developing the opportunities for pupils to experience a third language as well. One of our key aims is to develop young people's 'communicative competence' in French so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.

We use a variety of resources appropriate to the age and stage of our pupils and we strive to provide them with stimulating activities including opportunities for depth and breadth of learning.

## Mathematics and Numeracy

At Lawfield Primary School we:

- emphasise the importance of building a secure foundation in number
- support learners to develop their knowledge and understanding of numeracy and mathematics
- take learners through a progression of skills and provides them with a pathway of skills development

We make full and effective use of digital technology and a wide range of practical equipment to enhance our pupils' learning experiences. Our mathematics curriculum at Lawfield aims to develop in our pupils the ability to confidently: interpret information, solve problems, reason logically, think creatively and abstractly, and analyse information.

These skills are taught within the following areas of mathematics:

### **Number, money and measure**

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money



- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

### **Shape, position and movement**

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

### **Information handling**

- Data and analysis
- Ideas of chance and uncertainty.

## Social Studies and Science

Lawfield Primary School benefits from a wide range of resources to support learning in science and social studies. We make full use of the environment around us to support learning and teaching. This includes use of our grounds, our local area and excursions whenever possible. Topics are enriched by objects, photographs and information which the children find with parents' help and enjoy sharing with the class. Active learning experiences are vital and at Lawfield Primary we are planning to further develop our grounds for outdoor education, to enhance learning across the curriculum. In addition, our pupils also have access to a specialised STEM teacher.

**Social Studies:** At Lawfield, we aim to develop pupils' knowledge and understanding of their own environment and beyond. Through the study of their own community and other societies, both past and present, we hope that pupils will learn to respect others and take their place in society.

The social studies curriculum is structured under the following three main areas:

- people, past events and societies
- people, place and environment
- people in society, economy and business.

We aim to develop our pupils' skills in investigating, exploring, discussing and presenting from nursery to P7. We also use the context of Social Studies to develop skills in literacy and numeracy.



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## Expressive Arts

Within the balanced curriculum, the Expressive Arts play an important part in children's development by encouraging their imagination, creativity and enjoyment. Through activities in Art and Design, Dance, Drama, Music and Participation in Performances and Presentations children are also helped to understand themselves and others by sharing and expressing thoughts, feelings and experiences.

Expressive Arts can also provide a very valuable means of learning in other areas of the curriculum. For example, drama can be used to explore strategies for diffusing conflict or re-enacting life in the past. An art display often encourages children's enthusiasm in a topic and helps to reinforce their knowledge and understanding. Lawfield has developed programmes of work in all areas of Expressive Arts.

**Art and Design:** At Lawfield, our Art and Design Programme aims to develop a balanced progression of skills in Drawing, Painting, Printing, Collage, 3D and Fabric. There are opportunities to study and discuss the work of artists and designers. Children enjoy seeing their work on display and staff make every effort to maintain interesting displays of all pupils' work. We also enter pupils' artwork into local community exhibitions and competitions as much as we can.



**Dance:** Our pupils enjoy creating, performing and taking part in dance which contributes to their physical education and physical activity. We encourage our pupils to develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. We also encourage our pupils to evaluate performances and comment on their work and the work of others.

**Drama:** In drama work children learn techniques such as role-play, mime, improvisation and working as a team. However, drama must have a purpose in order to be meaningful and worthwhile. Drama skills are therefore developed through creating situations which are like real life, enabling pupils to experience scenarios, and explore their thoughts and feelings in the safety of make believe. For this reason drama lessons usually link into other areas of the curriculum as described above. Of course it is also used to entertain an audience as in our school assemblies and concerts!

**Music:** All pupils have the opportunity to enjoy taking part in music making through singing and playing percussion instruments. Listening to music is an important part of developing their knowledge and understanding, as well as encouraging a lifelong interest and enjoyment of

music. Music is an important part of our assemblies, as well as school and community concerts. We encourage every pupil to take part in these.

We have a number of pupils who play musical instruments. The children and instrumentalists sing and play at various musical events for parents and the wider community. The school strives to promote, through practical and creative activities, an enjoyment of music. There is an opportunity for brass instruction through the Midlothian Instrumental Service in the upper school.

## Health and Wellbeing

At Lawfield, Health and Wellbeing education is embedded into our daily school life, and is included in all aspects of the pupils' learning. Staff follow a carefully designed Health & Wellbeing programme which takes an holistic approach to all issues surrounding the health of the children. Our Health & Wellbeing curriculum takes account of the stage of growth, development and maturity of each individual, as well as the social and community context.

Milk is available to all children after break time, fresh fruit is provided for P1 and P2 pupils and school meals provide a balanced diet designed by both the local authority and the Health Trust.

We aim to help our pupils become more aware of their own identity and build positive relationships with others. Role-play is a useful activity in helping children to explore different attitudes, values and experiences.

The main themes in our program are: Food and Health; Mental, Social, Physical and Emotional Wellbeing; PE, Physical Activity and Sport; Planning for Choices and Change; Relationships, Sexual Health and Parenthood; and Substance Misuse.

The development of our school playground and gardens will promote the Health and Wellbeing awareness at Lawfield, and enhance fitness and the importance of exercise, healthy eating, and biodiversity, sustaining our world and looking after our environment.



**Physical Education:** There are four areas covered by our P.E. programme - gymnastics, games skills, dance and swimming.

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Lawfield's pupils take part in a wide variety of sports including cricket, cross-country running, cycling, netball, basketball, football, hockey and rugby, depending on the interests of the children. We also take part in sports festivals, joining with other schools in Midlothian and we hold an annual Sports Day in June at Newbattle Community High School.

Lawfield pupils also have access to a specialist P.E. teacher and they receive 2 hours of P.E. instruction a week. In addition: we have partnered with Active Schools to ensure a variety of sports/activities on offer and clubs were provided for all age groups, from P1 to P7; all clubs are free to access; expansion of the pupil sports leadership team; and even a school visit from an Olympic athlete. All of these initiatives resulted in Lawfield being the first Primary school in Midlothian to win the national sportscotland Gold School Sports Award since it was first relaunched post-COVID.



**Swimming:** Pupils in P4 benefit from a block of swimming lessons each year. Where there is a composite class including P4, the whole class will be included in the swimming lessons.

In all of this, we want to find a balance between helping children try their hardest and also develop a sportsmanlike attitude. There are also opportunities for children to meet up with children from other schools through sport. We benefit greatly from having an Active Schools Coordinator, who supports many additional Health and Fitness opportunities for the children and encourages new activities in all the Midlothian schools.

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



## Religious and Moral Education

Religious and Moral Education helps pupils learn about important aspects of Christianity, and other major religions, and to understand why people attach great importance to their religious beliefs. Pupils are also given the opportunity to think about personal aspects of religion and moral issues. Throughout their programmes of study, we aim to support and encourage pupils' spiritual, moral, social and cultural values and to consider questions about meaning and purpose in life. We hold a regular programme of assemblies in Lawfield throughout the school year. Our assemblies are led by promoted staff and supported by guest speakers. Assembly themes support discussion in the classroom setting. Moral education permeates all areas of school life.

While recognising the role of Christianity as the major religious tradition of this country, all pupils are encouraged to develop understanding of, and respect for, people of other faiths or beliefs and people who adopt a non-religious stance for living. Legislation allows parents the right to withdraw, without detriment, a child from any religious observance or religious education. We aim to identify and agree suitable alternative arrangements, as appropriate, and encourage parents to share their wishes with the school.

## Homework

Homework can be a valuable addition to the work your child does in school. Children who are supported and encouraged by their parents/carers to complete their homework tend to be more confident and capable learners in school. Therefore, pupils may be asked to practise something which has been taught in school. Pupils in P1 - P3 should be completing 10-15 minutes of reading each night; while P4-P7 pupils should complete 20-35 minutes of reading each night. This can look like your child reading to you, you reading to them, or reading with siblings or other family members. In addition, there may be some spelling words that need to be practised at home, and the teacher will have discussed with pupils methods of learning those words. Work to reinforce Maths concepts may also be set.

Your help, support and encouragement, your sharing of time with your child are all part of the value of homework. If, however, the homework set causes over-anxiety in your child, please contact the school to discuss the matter.

## Pupils with Additional Support Needs

Midlothian Council policy promotes the inclusion of pupils with additional needs, including pupils with significant Additional Support Needs. Further information is provided in a guide for parents, carers and young people 'Education for All.' Should parents wish a copy or additional information on 'Education for All', the first point of contact in our school is Mrs Allison, Acting Head Teacher. The Midlothian Assessment and Planning Staged System (MAPSS) has been developed to take forward the Getting It Right approach across Midlothian. This is a staged system of support, providing a common, co-ordinated approach across all agencies to ensure the delivery of appropriate, proportionate and timely help to all children/young people as they need it.

Lawfield Primary recognises that some children may require additional time and resources to meet their needs and we try to identify any support needs as early as possible and implement support strategies, often involving the Support for Learning Teachers. Learning support involvement may take the form of consultation with the Class Teacher, support in class or extraction for small group work. For some pupils Individual Education Plans are drawn up through liaison with Learning Support staff, teaching staff, parents, pupils and external agencies where appropriate. This identifies specific and measurable long and/or short term targets, in consultation with school staff and potentially outside support agencies. The school will also agree with parents a regular arrangement for monitoring pupil progress in their targets and the arrangements and timescales for meetings with school staff and any outside agency staff who may be involved in supporting a pupil. Our Learning Support Teachers, Learning Assistants, Class Teachers and Outside Agencies work very much as part of a team in identifying and addressing support strategies appropriate to pupils with additional support needs. We also recognise the need to support pupils who show particular aptitudes. If parents have any concerns about their child/children, they should contact school in the first instance.

If further advice is sought a request can be made by contacting the ASN officer:

Education, Communities and Economy  
Midlothian Council  
Fairfield House  
8 Lothian Road  
Dalkeith  
EH22 3ZG

Email: [asn.officer@midlothian.gov.uk](mailto:asn.officer@midlothian.gov.uk)

Tel: 0131 271 3689



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## The Wider Curriculum

Within our limits of time and cost, all classes are encouraged to use the wider environment to provide a 'real world' context for learning. In an average year, classes will either go on visits to places and events such as the theatre, industrial and historical locations, museum or zoo, or have specialised workshops visit the school. All outings are advised in advance by letter and permission is required. We do, however, ask parents to complete a form annually which allows us to take children out into the surrounding environment and local community. This information is then updated by the school on an annual basis to ensure any additional medical matters are brought to the attention of the school.

**Residential:** It is our school policy to offer a one-week residential experience to all Primary 7 stage pupils. While on residential they will participate in a variety of outdoor activities such as climbing, abseiling, forest walking, archery, orienteering and compass work. The cost of the P7 Residential will be kept to a minimum and we will communicate this as soon as we can. Payments can be made in instalments through ParentPay.

**Extra-Curricular Activities:** Activities on offer to the pupils before and after school vary from year to year since the pattern of activities depends on the changing expertise and interests of staff and pupils. We also work closely with our Active Sports coordinator, to provide more expert coaching in a variety of sports including lunchtime or after school clubs. As activities become available, we will communicate details to pupils, parents and carers as soon as possible by letter and social media.

**Bikeability Training:** Every pupil who successfully completes the Scottish Cycle Training Programme – Bikeability, and who, in consultation with their parents, agrees to the school's rules of safety, is permitted to bring his/her bicycle to school.



## Assessment and Reporting

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

### Formative Assessment

Teachers use a range of formative assessment strategies in the course of their daily work, to engage pupils more closely in their learning. Teachers share learning intentions and success criteria and agree targets with pupils. They encourage pupil self-assessment and peer assessment. Every child in school receives a Curriculum Overview at the start of every teaching block outlining the planned learning.

Formative assessment is the most significant form of assessment of a child's learning. Assessments are based on the Curriculum for Excellence which is divided into Learning Experiences and Outcomes. These are set out in the following levels:

Level	Stage
Early	The Pre-School Years and P1 or later for some.
First	To the end of P4 but earlier or later for some.
Second	To the end of P7 but earlier or later for some.
Third and Fourth	S1-S3 but earlier or later for some. The Fourth Level broadly equates to SCQF level 4.
Senior Phase	S4-S6 and college or other means of study.

### Summative Assessments

*Primary 1:* We begin assessing pupils initially in the first weeks of Primary 1.

*Primary 2 to Primary 7:* To help us track individual pupil progress from Primary 2 to Primary 7, we then carry out the Scottish National Standardised Assessment in literacy and maths in all classes.

*Diagnostic Assessment:* This normally involves specific individual forms of assessment which can be used to help us to identify the strengths and weaknesses of particular children in a specific aspect of their learning. These are mainly used in our school by our Support for Learning Teachers, in consultation with the class teacher, promoted staff and parents/carers.

## Reporting to Parents

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

## School Uniform Policy

All children must wear our school uniform. Our school wants to promote a strong positive image in our community. The Lawfield logo and colours are part of the community's traditions and we hope your child will be proud to wear them. Our uniform forms an important part of the ethos of the school, encouraging a sense of identity and belonging to a team. We believe that pupils arriving at school in school uniform, demonstrate a readiness for their working day. We appreciate the support of all parents in the matter of promoting our uniform. We have Uniform Packs available for anyone who is finding it challenging to afford a uniform. Please contact our Home School Practitioner, Kayleigh McLuckie, for help and support with this.

### For P1-P6:

- A red or black sweatshirt or jumper
- A red or white polo shirt
- A white shirt
- Girls can wear black trousers, skirt or pinafore
- Boys can wear black trousers or shorts
- Black shoes (not trainers)
- Shorts and a t-shirt for PE
- Girls can also wear a red or black checked dress in the summer

**For P7 Pupils:** As above but with their chosen sweatshirt/hoodie (designed by them in their P6 year) and a white polo shirt. School dress costs the same as, or less than, many other kinds of clothing, particularly brand wear or designer items, the wearing of which can result in competition or peer pressures.

School fleeces/jackets, sweatshirts, polo shirts and T-shirts, can all be ordered and obtained from the school. Children are asked to wear black shorts and a white tee shirt for PE lessons.

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

**Cost Of Uniforms:** The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of *Income-based Job Seekers allowance, on Income Support or Child Tax Credit (within the limit of an annual income up to £16, 105)*, will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from the school or the Education Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG.

## Pupil Voice

From the earliest stages, pupils are encouraged to develop responsibility and be involved in decision-making. At the start of each session, with their teacher, the pupils identify and agree classroom rules which they feel will promote a safe, healthy and productive working environment. Discussions in class build on an ethos of trust and openness. They provide opportunities for pupils to raise matters of interest or concern in school life, again enabling pupils to feel an integral part of the decision-making process. In addition, each session, pupils may be elected to serve in one of the following roles:

- House Captain & Vice Captain
- Junior Road Safety Officers
- Junior Active Schools Coordinators
- Eco Committee Members
- Pupil Council Members
- Anti-Bullying Ambassadors

## School Rights, Responsibilities, and Rules

In our school we focus on everyone having 3 core, fundamental human rights and responsibilities (the UNCRC articles sit well under this umbrella of core rights).

We believe that:

- Everyone has the right to feel safe, and the responsibility to keep themselves and others safe.
- Everyone has the right to feel respected, and the responsibility to be respectful.
- Everyone has the right to learn, and the responsibility to ensure they get on with their own learning and avoid distracting others from their learning.

In Lawfield Primary School, appropriate relationships and behaviours will be established and maintained using the methodology of 5 Rs:

- **Rights:** The right to be respected, feel safe, and learn
- **Responsibilities:** show good manners to others; to keep themselves and others safe; ensure learners get on with their own learning and avoid distracting others from learning.

- **Rules:** A code of conduct for the school as a whole, tailored at classroom level to the individual needs and developmental stage of the class.
- **Routines:** Consistent, well planned, and predictable ways of doing things at class and school level.
- **Responses:** Feedback that reinforces positive behaviours and restorative interventions that offer support to learners who display inappropriate or unacceptable behaviours.

Everyone has the right to be respected. We also have a responsibility to be respectful. This means our rules are:

- be a 'quality audience' for each other
- tell the truth at all times
- share with others
- recognise that some people have extra needs and try to help them when we can
- welcome new pupils to our school
- always use polite language
- look after our school environment

Everyone has the right to feel safe. We also have a responsibility to keep ourselves and others safe. This means our rules are:

- listen to instructions from staff
- keep our class and school tidy
- carry things around safely
- move quietly, and calmly around school
- stay inside the school building during the school day
- stay inside the playground during playtime and lunchtime
- play respectfully with each other

Everyone has the right to learn. We also have a responsibility to ensure we get on with our own learning and avoid distracting others from their learning. This means our rules are:

- come to school regularly
- work together as a team
- concentrate on our tasks and allow others to do the same
- bring the right equipment
- welcome our parents and carers to be our partners in education
- invite members of the community to help us with our learning.

## Support for Families

Home School Practitioner is Kayleigh McLuckie. She works with our Lawfield families to support with issues such as attendance, physical/mental health and family circumstances that may hinder or disrupt a child's learning.

<https://www.familylives.org.uk/>

<https://www.childline.org.uk/>

<https://www.kidscape.org.uk/>

[www.antibullying.net](http://www.antibullying.net)

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

<http://www.learningcurve.info/products/pshe/50-safety-for-young-people.html>

<https://www.ceop.police.uk/safety-centre/>

## School Attendance

**Poor attendance is a significant factor in reducing a child's attainment.**

Parents are responsible for ensuring that their child attends school regularly and on time. Details of all absences are collected by computer for the Scottish Government. Each absence has a specific code which must be marked against it. If your child has a dental or doctor's appointment during the school day, the school should be informed that this is the reason for absence.

Late arrival to school causes disruption to the start of school routine for the pupil arriving late, as well as his/her classmates and takes non-teaching staff away from other duties so they can accompany pupils to classes. Pupils may miss important instructions issued to the class at the start of their day's work. Teachers may be required to repeat these instructions for the sake of one pupil. Please ensure your child arrives in the school grounds in advance of the 8:50 am bell. If you arrive after 08:55am, late arrival will be recorded at the office. Similarly, if you need to pick up your child early, you will be asked to complete an early departure slip. The end of the day is just as critical as the start and we would ask that early pickups are authorised by the Head Teacher or Depute Head.

Each pupil's attendance is monitored regularly and during the course of the session, the Head Teacher will let parents/carers know by letter if their child(ren)'s attendance has fallen below 90% and/or they have had a significant number of 'lates'. We feel that it is important to keep parents/carers up to date with regard to their child's attendance in order that we can ensure the best possible access to learning for every child.

## **Persistent Poor Attendance or Lateness**

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

- Home School Practitioner will be in contact to discuss and/or offer support.
- Should no immediate improvement follow, the Head Teacher will ask a Children & Families Officer to visit the home and discuss the problem with the parents.
- Should the unsatisfactory attendance or lateness continue, the Head Teacher, following discussions with Children & Families and other agencies, will decide whether the case should be referred to the local Area Advisory Group. This group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority to defaulting parents.

## **Absence through Illness**

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


## **Absence due to Family Holiday**

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

## **Transport**

Most of our pupils walk to school. The Authority's current policy is to pay the travel expenses of those pupils attending the district school who live more than two miles from that school. Forms and further information is available from the transport section (please refer to Useful Addresses section of this handbook)

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



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

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

## School Meals and Milk

At Lawfield, we encourage and support the concept of Healthy Eating. We are committed to encouraging children to make informed healthy eating choices through our 'Healthy Eaters' initiative. The Education Authority and Midlothian Catering Services aim to promote healthy choice and balance in our children's eating habits, both in our school meals service and through the school curriculum. By working together, we provide our children with the life skills necessary to make informed healthy choices.

*If you are sending a Packed Lunch with your child, we would ask you to support us in our aim to encourage Healthy Eating. Please do not include sweets, chewing gum, energy drinks or fizzy drinks. We are happy to provide advice and support about Healthy Packed Lunches.*

Pupils having either school meals or their own packed lunch enjoy lunch together in the dining area. Lunch times are supervised with reasonable manners and eating habits are encouraged and expected from all. The Positive Relationships, Positive Behaviour, Positive Learning Policy applies in the Dining Hall.

### **Menu Lists**

Midlothian Catering Services regularly post menu sheets on our school website. Parents have found this useful as it gives the opportunity to discuss the menu with their son or daughter. Many of the children regularly bring a cut-out of this menu sheet to hand to the dinner ladies. The cost of a two-course meal, as of August 2023 is £2.10 for P4 – 7 pupils. All P1–5 children are entitled to a free school lunch.



## Free School Meal Provision

Under the Education Committee's policy, children in attendance at schools under the management of the Authority are entitled to free school meals if their parents are receiving:

- Income Support (IS)
- Income-based Job Seeker's Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £168,725 · Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £8,717 · Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit, where take home pay is less than £726 per month\*

\* monthly income threshold becomes effective from 1 August 2017

Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals. No other children are eligible for free meals. Further information and an application form can be obtained from the school or from the Free Meals and Free Clothing Section, Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

## School Milk



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

### **WE ARE A NUT-FREE SCHOOL!**

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

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## Health and Safety

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

### **School Security**

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

### **Vehicular Access**

Vehicular access to our school is limited and the Parent Council and pupils monitor and revisit the issue of pupil travel to school on a regular basis. The authority advises that responsibility for the safety of the children on their way to and from school is legally a parental matter. Please follow traffic regulations in place in the vicinity of the school. They are there for the safety of the pedestrian child. We have produced a document clearly showing Recommended Pupil Routes and this is available from the school website or our School Office.

### **Mobile Phone Use In School**

Our school recognises that for health and safety reasons some parents may wish their child to have a mobile phone. Therefore, if you would like your child to have a phone at school, please complete a slip (available from the School Office, app or website) to have your child included on our Mobile Phone Register so that your child's phone can be taken in first thing, locked away safely, then returned to them at the end of the day.

Please note:

- Any child who is not on the Mobile Phone Register should not bring phone into school.
- A child can, however, add their name to the register at any time by handing their phone in first thing in the morning for safekeeping and they will be given this form again to take home for completion to have their name added to the Mobile Phone Register.
- If a child is found with a phone but has not handed it in for safe keeping that phone will be



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confiscated and parents/carers themselves will be asked to pick up the phone at the end of the day, along with a form for adding their child's name to the Mobile Phone Register if this is to be requested.

We hope you will support this arrangement which we are putting in place to ensure the safety of children and appropriate use of mobile phones in school. However, please also note that, in spite of these arrangements and our best efforts, we cannot be held responsible if your child's mobile phone is lost, stolen or broken when in school.

### **Medical Care**

It is essential the school be advised of any special medical conditions or requirements involving your child, particularly in respect of conditions which may require essential or emergency administration of medication. This ensures the school acts



appropriately should a medical situation arise. Forms are available from school for parents to complete in respect of the administration of medication to their child in school. Should a child advise us of illness during the school day, parents may be called to collect the child. Please note children are not allowed out of school unaccompanied for any reason and in the event of a planned appointment during the school day, parents should report to reception to arrange the pupil to be collected from class. For reasons of health and safety, it is not

appropriate for a pupil to wait at the school door or gate.

### **Accident Procedure**

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

#### **Contact Details**

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

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## School Health Service

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

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

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


### School Nurse:

The school nurse is the lead professional in mainstream schools in Midlothian. School nurses are involved with health promotion and education, prevention of ill-health immunisation, health surveillance and screening. The school nurse may be helped by a health assistant and have close working links with community paediatricians.



The school nurse acts as an important link between home and school. She visits the school regularly and liaises with the teaching staff. Where a teacher is concerned about a child's health, a referral may be made to the school health team only after obtaining parental permission. Separate referrals to child and family mental health services also

need parental permission. The school nurse can also link with other members of the health team, in the community or in hospital, concerned with a child's health. The health team works closely with colleagues from other children's services.



The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition, she may review children who are referred either by parents, teachers or other health professionals at any stage in their school life. Every opportunity is taken to provide pupils with access to confidential support and advice from the school health team throughout their school career.

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

Parents are also asked to complete a health questionnaire about their child at Primary 1 and Primary 7. Any specific conditions can be raised at that point. With your consent, the school doctor also carries out immunisations to protect against various diseases.

**Speech & Language Therapist (S&LT):**

The S&LT can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication. Appointments are normally arranged at the local Speech and Language Therapy clinic with follow up at school if required. Speech and Language Therapists work closely with school staff and support is often provided as part of a Learning Support programme.

**Dental Service:**

Any enquiries concerning the provision of dental services should be made to the Director of the Community Dental Service, 16 Duncan Street, Edinburgh EH9 1SR (Tel: 0131 667 7114).

## Guidelines on the Treatment of Head Lice

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

The most recent guidance for treating head lice can be found on the following website:  
<http://www.nhs.uk/Conditions/Head-lice/Pages/Treatment.aspx>

In summary the guidance is as follows: after a head lice infestation has been confirmed you can treat the lice at home by wet combing the hair with a head lice comb or by using a lotion or spray that's designed to kill head lice (see below).

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

1. A detection comb (from the community pharmacist or supermarket, etc)
2. An ordinary comb
3. Good lighting

· Detection combing is recommended at least once per week as routine and as soon as possible after any close contact has been found with head lice infestation.

· Wash hair well, (conditioner may be applied to make combing easier) then dry it with a towel. The hair should be damp, not dripping.

· Make sure there is good light. Daylight is best.

· Comb with a detection comb. Start with the teeth of the detection comb touching the skin of the scalp at the top of the head. Draw the comb carefully towards the edge of the hair. Look carefully at the teeth of the comb in a good light to see if any lice are present.

· Repeat this from the top of the head to the edge of the hair in all directions working round the head. It can take 15 minutes or so to do it properly for each head.

· If there are head lice, you will find one or more lice on the teeth of the comb.

· If you find what you think is a moving louse, stick it to a piece of paper and cover it with clear adhesive tape. If necessary, show this to the nurse, pharmacist or GP for confirmation and advice regarding treatment.

· Clean comb under the tap. A nail brush may help.

## Additional Notes

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

We hope that the School Health Service can, together with yourselves, contribute to your child's overall wellbeing and development. Please do not hesitate to arrange through the Head Teacher to see the school doctor, school nurse or the health visitor if you want any information.

## The Established Person

Most children and young people get all the help and support they need from their parent(s), wider family and community, but sometimes they may need a bit of extra support. Children and young people from birth to 18, or beyond if still in school, have access to an Established Person to help support their wellbeing as part of the Getting it right for every child (GIRFEC) approach.

The Established Person is a central point of contact if a child, young person or their parent(s)/carers want information or advice, or if they want to talk about any worries and seek support. They can also, when appropriate, reach out to different services who can help.

### **Who is the Established Person for your child(ren)?**

An Established Person will normally be the Health Visitor for a preschool child and the Head Teacher for a school age child. The Established Person duties are integrated into their current role and strengthen the support they currently provide, formalising their role as a central contact for children, parents and other people working with them.

**What will an Established Person do?** The Established Person will be available to listen, advise and help a child or young person and their parent(s), provide direct support or help them access other services. For example, a Health Visitor might ask for help from a speech and language therapist, or a Head Teacher may put parents in touch with a local bereavement counselling service. They will also be a point of contact for other services if they have any concerns about a child's wellbeing.

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## Child Protection

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

In circumstances where a school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further.

While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, who is the school's designated member of staff for Child Protection Coordinator, or one of our Depute Head Teachers.

## School Closures For Occasional and Emergency Arrangements

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

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

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





## Playground Supervision

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

In the event of any minor head knock, or other incident of concern, occurring during the school day, a text is sent home and parents are advised by telephone as necessary.

### **Start of the Day – School Opening**

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

The children are supervised in the building and so should be able to come into the building by themselves, rather than be accompanied by their parent/carer. This avoids congestion and health and safety issues of wet floors and buggies in corridors.

### **Indoor Intervals**

During inclement weather pupils remain in their classrooms over break and lunchtime periods. Should however, they place themselves or others at risk, through inappropriate poor or inconsiderate behaviour, this privilege will be removed.

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## Lawfield Primary School and Our Community

Lawfield Primary has a strong, positive role to play in the community. This is important to all involved in our school. We welcome, enjoy and benefit from the support of the local community. We see the members of our community as a valuable educational resource and welcome contributions to class topic work. Our pupils are encouraged to develop a sense of responsibility towards their community and local environment and to the people living in it.

Good links exist with our neighbouring nursery, primaries and with our local High Schools. Regular meetings and exchange visits are arranged throughout the session. Regular curricular opportunities are arranged with Newbattle High School and this session our whole school will hold their annual sports day at the High School.

### **Community Lets**

The school is available for community lets under the following arrangements. Requests should be made to School Lets, in writing, three weeks prior to the event, giving details of the purpose of the let, date and times and type of accommodation required. The authority depending on the event may make charges for the let. Further information and details of current letting costs can be obtained from School Lets, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG (\*see Useful Addresses.)

## Lawfield Parent Council

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

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

You are very welcome to come to the Parent Council meetings, which are held once a month, (parents also meet on a Wednesday morning at 9:00 am). We are very keen to have new, active members.



## Parent Council Contacts

Chair Person: Lindsay Herriot-Masoka

Vice Chair: Denice Broughton

Treasurer: Ita Inkster

Secretary: Carol Ferguson

Co-opted Member: Wendy Bruce (former Chair Person)

Email: Lawfieldparentcouncil1@gmail.com

## Breakfast Club

Lawfield runs a Breakfast Club every morning from 8am to 8:50am. Please note that children go out to play in the playground after breakfast. Younger children (P1 and P2) and those in need of additional supervision do not go out to the playground until there is a playground supervisor or Learning Assistant in place to provide support.

## After School Club

Mayfield After School Club is a registered childcare service provider, with qualified experienced staff. They are based at St. Luke's Primary and serve Lawfield, Mayfield and St.Luke's Primary Schools.

During term times, the Club runs:

2:30 pm – 5:45 pm Monday to Thursday

12:00 pm – 5:45 pm Fridays

During school holidays, the club runs from 7:30 am – 5:45 pm Monday to Friday.

For more information please contact the Co-ordinator on 0131 654 1226.

## Employment of Children

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

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## Summary of Contacts with Parents

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

The school encourages all parents and carers to sign up to the School App to keep up to date with news diary dates and ongoing information.

- School Bulletins and class letters may be sent home at any point in the session and normally relate to specific issues and events. Letters and bulletins may include a return or response slip.
- At the start of each term, a Newsletter is sent home to each class, highlighting the programmes of work intended for your child's class in the course of that term.
- Letters to individual parents will normally be used to support home/school dialogue on a specific matter affecting the progress or well-being of your child. .
- A formal report of each pupil's progress is provided once each session. In session 2019/20 the report will be sent home in June 2020.

## Complaints Procedure

The Education Committee has approved the following statement of principles and procedures:

### **Parents and the School**


Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more. We will keep you informed of your child's progress and we will deal confidentially with any information which will help us in planning her/his education.

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

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

### **1. If you are concerned about ...**

.. a particular aspect of our work, please arrange an appointment to discuss the matter with the Head Teacher in the first instance.



Where appropriate, the Head Teacher may nominate another senior member of staff to act on her behalf.

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

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

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

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

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

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

She will either review the proposed action or notify you of the appropriate officer\* of the Education Authority whom you should contact (\*see Useful Addresses).

Contact the named officer by telephone or by letter at Education Division headquarters.

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

3. Nearly all matters of concern are resolved through the above procedures.

If you remain dissatisfied, please contact the officer involved at stage 2; he/she will review the situation and/or indicate what other avenues are open to you.

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

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

**Mrs Jennifer Allison, Acting Head Teacher, January 2024**



## Useful Contacts

**Council Service:**

[Midlothian.gov.uk](http://Midlothian.gov.uk)

**Child and Adolescent Mental Health Services:**

Eastfield Medical Centre  
Eastfield Farm Road  
Penicuik  
EH26 8EZ

**NHS Lothian**

[nhslothian.scot.nhs.uk](http://nhslothian.scot.nhs.uk)

## Lawfield Staff

<b>Senior Management Team</b>	
<b>Acting Head Teacher</b>	Mrs Jennifer Allison
<b>Depute Head Teacher</b>	Mrs Lisa Spence
<b>Depute Head Teacher</b>	Mr Michael Egan
<b>Depute Head Teacher</b>	Mrs Patricia Mosby
<b>Principal Teacher</b>	Ms Anna Kirkham-Waring
<b>Principal Teacher</b>	Miss Danijela Rae
<b>Class/Remit</b>	<b>Teaching Staff</b>
<b>P1</b>	Miss Danijela Rae
<b>P1</b>	Miss Emma Patterson
<b>P2</b>	Mr Stephen Mells
<b>P2</b>	Mrs Caitlin Maguire
<b>P3</b>	Mr Sam Denton
<b>P3</b>	Mrs Carol Hodgkin
<b>P4</b>	Mr David Arnott
<b>P4</b>	Miss Shannon Armour
<b>P5</b>	Miss Clare Reeves
<b>P6</b>	Miss Clare Masson
<b>P6</b>	Mr Thomas Algie
<b>P7</b>	Mr Stefano Peccerillo
<b>P7</b>	Mr Matthew Reid
<b>P1-7</b>	Mrs Anna Kirkham-Waring

<b>Class/Remit</b>	<b>Staff</b>
<b>PE/STEM</b>	Mr Enrique Castillo
<b>Support for Learning</b>	Mrs Karen Dodgson
<b>Support for Learning</b>	Mrs Fiona Sim
<b>NCCT</b>	Mr Stefano Peccerillo

<b>Early Years (Nursery) Team</b>	
<b>Senior Early Years Practitioners</b>	Cath Harding Urszula Lach-Mikrut
<b>Early Years Practitioners</b>	Abbie Lang Holly Cunningham Nicola Richardson Debbie Robertson Jayne Scott Tricia Forfar Eva Spasova Rowan Snow Rebecca McCluskey
<b>Learning Assistants</b>	Karen Wightman Holly Anderson

<b>Support Staff</b>	
<b>Administrative Assistant</b>	Mrs Carlyne Hay
<b>Office Support Assistant</b>	Mrs Aurora Mancini
<b>Janitor</b>	Mr Mackenzie Dixon
<b>Learning Assistants</b>	Mr Garry Ferguson Mrs Cheryl Moffat Mrs Maureen Morrison Miss Natalite Dobson Mrs Lindsay Herriot Mrs Lindsay Winters Mrs Cheryl Aird



