

Mayfield Primary School

Stone Avenue
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Dalkeith
EH22 5PB

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Head Teacher: Mrs L. Walker



Be the Best We Can Be!

**School Handbook
Session 2023.2024**

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Head Teacher's Welcome

I am delighted to welcome you and your child(ren) to Mayfield Primary School.

Our school community looks forward to working with you and your child(ren) to ensure we have an effective partnership to support your child(ren) in becoming 'the best they can be.'

Our staff team are committed to ensuring that our school is a welcoming and inclusive environment for our pupils and our families.

Our school staff strive to create a positive learning environment, where your child will be encouraged to participate in the life of the school and achieve the best they can! Our school mission statement 'Be The Best We Can Be!' encompasses all that we do in our school to support all of our pupils and families.

When your child joins us at Mayfield Primary School we are all entering a new partnership with the aim of providing the highest quality learning experiences for your child. We also take account of your child's wellbeing and consider the development of healthy lifestyles and his/her social and emotional health to be very important in developing the citizens of the future.

We will do our best to inform you of work planned for your child as well as whole school issues through our regular school and class newsletters, use of Seesaw, Google Classrooms and our Twitter feed.

This handbook has been created to provide you with the information that you need as you enter into partnership with the school, and in the years that you and your child are part of our school community.

We would encourage you not to hesitate to contact and inform us of any information we may need to know to support your child in their learning and to become involved in their learning through the various opportunities that arise for parents/carers to participate in the life of the school. We foster strong partnerships with parents and families and encourage you to contact the school if you have any queries or concerns.

At Mayfield Primary School we try to work as a team with you and your child to ensure we all have the best of experiences in school. We hope both you and your child settle well into life in the school and we assure you of our very best efforts to support you and your child in the years to come. We look forward to working with you and your child in the near future.

Mrs Lindsey Walker
Head Teacher



Information About our School

School Address:

Mayfield Primary School
Stone Avenue
Mayfield
Dalkeith
EH22 5PB

Contact Details:

0131 663 0546

mayfield_ps@midlothian.gov.uk

Head Teacher:

Mrs Lindsey Walker

School Website:

<http://mayfield.mgfl.net>

School Twitter Account:**Our School Day**

The school day applies to all of our classes.

Monday to Thursday:

8.50 am to 3.20pm

Friday:

8.50am to 12.05pm

Morning Break:

10.30am - 10.45am and
10.45 am - 11.00am

Lunch:

12.30pm - 1.15pm and
12.55pm - 1.40pm

Our Associated High School:

Newbattle High School
Newbattle Community
Campus
Newbattle Way
Easthouses
Dalkeith
EH22 4SX

Head Teacher:

Mr Gib McMillan

Our School Roll

Our current school roll
(23/10/23) is:

255 Pupils

Our Speech, Language and
Communication Class has 5
pupils.

Our Thistle Class has 7 pupils.

Our Fern Class has 6 pupils.

Information About our School

Our Classes

<u>Class</u>	<u>Pupils</u>	<u>Teacher</u>	<u>Location</u>
Oaks	4	Mrs L MacPhail	Early Years Corridor
Fern	6	Mrs C Robson	Early Years Corridor
Thistle	7	Mrs L Collin	Lower Ground Corridor
Thrive	nurture class for pupils across the school		Lower Ground Corridor
Primary 1B	16 pupils	Mrs A Beechman	Early Years Corridor
Primary 1M	16 pupils	Mss L Miller	Early Years Corridor
Primary 2H	17 pupils	Mrs L Harris	Lower Ground Corridor
Primary 2T	15 pupils	Ms J Taylor	Lower Ground Corridor
Primary 3M	18 pupils	Mrs H Muir Mrs K Jardine (Mon)	First Floor Tower
Primary 3S	21 pupils	Mr S McGaff	First Floor Tower
Primary 4	22 pupils	Mrs C Wightman Mr M Jackson (Mon)	Second Floor Tower
Primary 4/5	22 pupils	Mr G Peacock	First Floor Tower
Primary 5	24 pupils	Mr G Johanson	Second Floor Tower
Primary 6	21 pupils	Mr R McIntyre	Second Floor Tower
Primary 6/7	24 pupils	Mr C Wilson	Second Floor Tower
Primary 7	26 pupils	Mrs N Scott	First Floor Tower

Our Staff Team

Our Leadership Team	
Head Teacher	Mrs Lindsey Walker
Depute Head Teacher	Mrs Aileen Dingwall
Depute Head Teacher	Miss Kirsty MacPhie
Depute Head Teacher	Mr Jamie Dougal
Principal Teacher	Mrs Bridget Burnett (maternity leave from September 23)
Principal Teacher	Mrs Kerry Burns (from September 23)
Principal Teacher	Mrs Rachel Dryden
Our Teaching Team	
Support for Learning	Mrs Kelsey Skene
	Mrs Bridget Burnett/Mrs Kerry Burns
Primary 1B	Mrs A Beechman
Primary 1M	Miss L Miller
Primary 2H	Mrs L Harris
Primary 2T	Ms J Taylor
Primary 3M	Mrs H Muir Mrs K Jardine (Monday)
Primary 3S	Mr S McGaff
Primary 4	Mrs C Wightman Mr M Jackson (Monday)
Primary 4/5	Mr G Peacock
Primary 5	Mr G Johanson
Primary 6	Mr R McIntyre
Primary 6/7	Mr C Wilson
Primary 7	Mrs N Scott
Attainment	Miss R Hackett (maternity from September 23) Miss S Stewart (from October 23)

Non Class Contact	Mr M Jackson
Non Class Contact	Mr I Wood
Non Class Contact	Miss Z Gallacher (maternity leave from October 23)

Our ASN Classes	
Our Fern Class Team	
Class Teacher	Mrs C Robson
Learning Assistant	Mrs S Hammersley
Learning Assistant	Mrs R Campbell
Our Thistle Class Team	
Class Teacher	Mrs L Collin
Learning Assistant	Miss M Hamilton
Learning Assistant	Mrs L Burnett
Our Speech Language and Communication Provision	
Principal Teacher	Mrs Rachel Dryden
Class Teacher	Mrs L MacPhail
Class Teacher (outreach)	Mrs J Danial
Senior Early Years Practitioner (nursery)	Mrs L Cram
Early Years Practitioner	Mrs K Blain
Early Years Practitioner	Mrs C Devers
Our Thrive (Nurture) Class Team	
Learning Assistant	Mrs C Nelson
Learning Assistant	Mrs C Hamilton
Our Support Staff Team	
Administrative Assistant	Mrs S Kerr
Office Support Assistant	Miss N McLean
Home School Practitioner	Ms L Bland
Janitor	Mr R Palys

Janitorial Assistant	Mr C Somerville
Learning Assistant	Mrs H Cairns
Learning Assistant	Mrs H Clark
Learning Assistant	Miss D Crew
Learning Assistant	Miss J Leslie
Learning Assistant	Mrs K Malko
Learning Assistant	Miss A Gall
Learning Assistant	Miss W Gibson

Our Vision, Values and Aims

In **Mayfield Primary School** we provide a **warm, welcoming** and **happy** environment where all **achievement** is celebrated. We recognise the **individuality** and **talents** of ourselves and each other and support children to develop **skills for life**. We provide a **safe, nurturing and inclusive** school family where everyone is valued. We encourage all our learners to flourish and grow to **reach their potential** and **be the best** they can be.

Be the best we can be!

Mayfield Primary School Values

Ready
Responsible
Respectful
Safe

Please note that our School Vision, Values and Aims are currently being reviewed in Session 2023.2024. This review includes consultation with our families and learners. Further information will be included when updated.

Our School

Our school was opened in August 1963 and is linked to St Luke's RC Primary School. Our schools share a number of facilities, working increasingly closely together, while still retaining our own identities. We are commonly referred to as the 'Mayfield Combined Schools' within the community. Staff links are established between the two schools and this has supported us developing shared learning opportunities and use of resources and expertise across the school campus.

Our school is also a base for the Midlothian Council Primary Speech, Language and Communication Provision. This provision supports pupils with speech, language and communication difficulties from across Midlothian and is fully resourced and funded from the local authority. This provision supports learners from Nursery to Primary 3 and is based within our school, with the nursery team based within Mayfield Nursery School. Pupils and staff from this provision work closely with Mayfield Primary School and pupils integrate fully into our mainstream classes.

An independent morning and after school club is situated on our school campus, and provides before and after school care for our pupils.



A free breakfast club is in place Monday to Thursday on our campus and is open to all pupils in P1-P7. This opens at 8.30 daily and provides cereal and toast to pupils. The breakfast club staff work on a rota basis from our school. Our breakfast club is supported by Greggs, Cash for Kids, Tesco and Scotmid ensuring that this is free to all pupils across the session. On Friday mornings a Family Breakfast is in place where all families can attend our Breakfast Club free of charge.

Our school is situated within Newbattle and our link school is Newbattle High School. We are fully involved in the Newbattle Learning Community with all other schools situated within Newbattle and regularly work collaboratively on shared initiatives and improvement priorities. We participate in a robust transition programme with Newbattle High School.

Our school has 12 mainstream classes for Session 2023/2024. We also have two complex needs classes, 'Fern' and 'Thistle' classes, our Speech Language and Communication class known as 'Oaks' and our nurture class, known as our 'Thrive' class.



Enrolment Information for our School

Enrolment to Primary 1

Midlothian Council will inform all families if their child is eligible to enrol in Primary 1 for August 2024. Communication is sent to all households directly from Midlothian Council. Should you wish to consider enrolling your child in a school out with your school catchment area, information is also included. Midlothian Council processes these applications centrally, and they will inform you of your child's placement, normally in early April.



You still need to enrol your child in their catchment school, even if you plan to put in a request for a different school.

Registration week takes place in November each year and is completed online. Information will be shared with you on how to do this, directly from Midlothian Council.

To support your child's enrolment, you will be required to give the following information:

- your child's birth certificate
- proof of your address
- details of your child's doctor and any medical issues/conditions
- details of emergency contacts

Getting Ready for Primary 1

Primary 1 is an exciting and new experience for all children and we aim to make it as enjoyable an experience as possible for our new P1 children.

Parents and carers will have the opportunity to visit the school, meet our senior leadership team and current P1 teachers, as well as visiting our P1 classes and key areas of our school in November 2023.

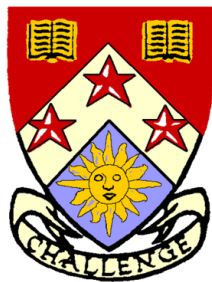
Our school has a planned transition programme in place with Mayfield Nursery. If your child does not attend this nursery, our school will contact you to ensure that your child is able to attend all events. This programme provides your child with the opportunity to become familiar with the school building and grounds, visit P1 classes and key areas of the school, and meet and work with key staff, including their P1 teachers. Further information will be provided following confirmation of your child's enrolment.

Enrolment from Primary 2 to Primary 7

Enrolment of pupils to our school at any other time involves completing an enrolment form. These can be requested via our school office, and following completion a member of our senior leadership team will meet with you and your child to give you further information linked to your child starting with us.

Please note that enrolment is dependent on available capacity in classes and year groups, and whether your child is in our school catchment area. For further information please contact the school office.

Transition to High School



Our Primary 7 pupils normally transfer to Newbattle High School. Information is shared with parents when received from Midlothian Council, normally in November, in case any families wish to make a placement request for another Midlothian high school.

Our school works closely with colleagues from Newbattle High School to ensure a smooth transition for our pupils, with clear information sharing processes in place to support our pupils.

The high school has a planned programme of transition supports and visits in place, including an enhanced transition for some learners. Information on events and individual supports are shared with families when we have this.

Our School Improvement Plan

Each year our school evaluates our successes and identifies our priorities for the next school session. This information is collated to create our school improvement plan. A copy of our priorities is available for families on our school website.

Midlothian Council has identified two key priorities for all learners in education establishments within Midlothian for the next 4 years. These are:

- 1 Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations
 - Learning, teaching and assessment
 - Curriculum
 - Equity
- 2 All children and young people feel valued and included, and have the same opportunities to succeed
 - Relationships
 - Wellbeing and care
 - Inclusion and targeted support

Our School Improvement Planning links to these priorities and has targets for Session 2023.2024 as well as longer term targets linked to these priorities. For a more detailed overview of our School Improvement Plan please see our school website or ask our school office for our parent friendly information.

Pupil Equity Funding (PEF)

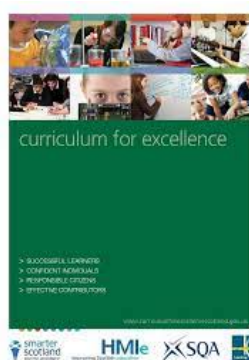
Our school receives Pupil Equity Funding to support our pupils and reduce the poverty related attainment gap.

Our school evaluates the progress of all learners, identifying gaps and areas for improvement to support all of our learners. This then informs our spending of these funds.

Our PEF planning for Session 2023.2024 consulted with our families, and this is reflected in our plan for this session. Information linked to this has been shared through our school newsletters in Session 2023.2024. A parent friendly copy of our PEF plan has been shared with families in October 2023, and is also available on our school website. Please contact our school office if you would prefer a paper copy.

Curriculum for Excellence

'Bringing learning to life and life to learning'



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

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 will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy, the language and number skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people to go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound 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 is needed. There is an increased emphasis by all staff on looking after our children's health and wellbeing to ensure that school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The Curriculum Areas:

- Expressive Arts
 - Art and design
 - Dance
 - Drama
 - Music
- Health and Wellbeing
 - Mental, emotional, social and physical wellbeing
 - Physical education (PE)
 - Food and health
 - Substance misuse and relationships, sexual health and parenthood
- Literacy and Languages
 - Listening and talking
 - Reading
 - Writing
 - Modern languages
- Mathematics and Numeracy
 - Number, money and measure
 - Shape, position and movement
 - Information handling
- Religious and Moral Education
 - Christianity
 - World religions
 - Developing values and beliefs
- Sciences
 - Planet Earth



- Forces, electricity and waves
- Biological systems
- Materials
- Topical science
- Social Studies
 - People, past events and societies
 - People, place and environment
 - People in society, economy and business
- Technologies
 - Digital Literacy
 - Food and Textile
 - Technological Developments in Society and Business
 - Craft, Design, Engineering and Graphics
 - Computing Science

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

LEVEL	STAGE
Early	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	S1 to S3 but earlier for some
Fourth	Broadly equates to SCQF Level 4
Senior Phase	S4-S6 and college, or other means of study

Our Curriculum at Mayfield

As a school we are committed to reviewing and revising our learning experiences and curriculum to meet the needs of our learners.

Please feel free to contact the school for specific information linked to our own school approach to delivering Curriculum for Excellence.

Assessment and Reporting on Pupil Progress

Assessment is a means of obtaining information, which allows teachers, learners and families to make judgements about pupil progress and ensure targets are developed to ensure pupil progress.

There are two main types of assessment used by teachers and schools to support learning and progress in learning. These are Formative Assessment and Summative Assessment.

Summative Assessment measures or summarises learner achievements at the end of unit of work. These assessments usually provide a score or are marked against a criteria. Examples in Mayfield Primary School are:

- Read Write Inc 6 weekly assessments
- Reading assessments as part of the reading programme
- Writing end of unit and marked assessments
- New Group Reading Test
- Single Word Spelling Test
- Midlothian Numeracy Progression numeracy assessments

Formative Assessment focuses on planning day to day teaching and learning experiences to help learners close the gap between what they can do and what they need to learn. It is a powerful tool to help improve learning by identifying:

- what has been achieved
- what needs to be improved
- how learning experiences can be improved
- who can help

Examples of formative assessment in Mayfield Primary School include:

- learning intentions and success criteria
- two stars and a wish
- feedback to learners in various ways
- traffic lights and lollipop sticks

Supporting our Learners with Additional Support Needs

Midlothian Council policy 'Education for All' promotes the provision for all children in mainstream education. This policy is supported in all settings across Midlothian.

In Midlothian, any additional support needs are identified and assessed using the Local Authority's ASN Assessment and Level of Need Matrix. This provides a consistent framework across the local authority. All pupils in Mayfield Primary School are reviewed regularly in line with the Level of Need Matrix and recorded accordingly.

Should referrals or additional support be required for specific pupils, our school leadership or support for learning teams will discuss these with parents and carers to ensure we have your consent and are working together to support your child.

Examples of referrals and additional supports that may be made include:

- Community Child Health
- School Nurse
- CAMHS
- Education Resource Group (requests for outreach support, provision and shared placements)
- Support from third sector organisations e.g. play/art therapy
- Educational Psychologist

A + E Clinics

At Mayfield Primary School we hold fortnightly A +E (Achievement and Equity) Clinics. These meetings allow us to support pupils across the school in terms of progress in literacy learning and wellbeing supports and referrals. The Senior Leadership Team, Home School Practitioner and Support for Learning Team attend these meetings.

The focus of these meetings is to determine if pupils require any additional support from school resources to support their learning or wellbeing in a timely and reactive manner. This is then reviewed and external referrals can be then suggested to discuss with parents/carers.

Progress and Achievement Meetings

Progress and Achievement meetings take place termly for all classes in our school, including our provision classes. These support early intervention in our school.

These meetings provide opportunities for staff to discuss the progress of learners in their classes, interventions and support in place, and any concerns or additional support that they might require.

Following Progress and Achievement meetings, staff timetables are revised to ensure that the supports and interventions agreed are in place. These are monitored regularly.

Including all Pupils

Midlothian Council has a policy of ensuring the inclusion of pupils with additional needs, including pupils with significant special needs. One of our stated aims as a local authority is to

'motivate and encourage children to achieve their full potential - academically, socially, emotionally, morally and emotionally.'

However it is recognised that some children may require additional time and resources to meet their needs. Direct support may involve working with pupils out of their class but is class-based wherever possible. Our support for learning teachers, learning assistants and teachers work very much as part of a team in quickly identifying and addressing support strategies appropriate to pupils with additional needs.

Working with our Families to Support Learning

Our parents/carers and pupils are involved in working collaboratively with the school to support their child through, where appropriate, the development of Individual Education Plans (IEPs) and various support plans for their child. IEPs identify specific, measurable targets for learners and these are co-created with parents/carers and school, as well as, at times, external agencies. Regular meetings also take place to monitor pupil progress linked to these. All parents and carers are invited to attend these meetings, and receive invites across the school year to attend directly.

Our School Uniform

As a school we promote the wearing of school colours for all learners within our school community. Wearing our school colours promotes a sense of identity within our school and we value the support of our families with this.

Our School Colours

A navy, black or grey jumper or sweatshirt
A white, navy or black polo shirt
A white shirt and school tie
Navy, black or grey trousers, skirt or pinafore
Navy, black or grey shorts
School style dresses
Black/navy school shoes or trainers

Our PE Kit:

T-shirt
Pair of shorts
Pair of socks
Gym bag/sack
Hair band (to tie back longer hair)
We encourage pupils to leave their PE kit in school in a gym bag. The class teacher will ensure that this is returned home regularly.

Please note - no football/rugby colours are to be worn as PE kit.

In addition to the school dress code outlined above, our Primary 7 pupils can wear their school hoodie as part of their uniform. Hoodies are ordered each year for our P7 cohort and highlight all pupils in the year group.

For families wishing to purchase branded school uniform, orders can be placed online at www.border-embroideries.co.uk or order forms can be collected from our school office. **Please note that as a school we actively encourage school colours, so there is no requirement to purchase branded school uniform.**

Our school has its own school uniform store for families. This promotes recycling of good quality clothing in our school. Our school uniform shop is situated in our library and can be accessed across the school day. Please contact Louise Bland, our Home School Practitioner for more information.

For health and safety reasons, hooped and dangling earrings are not to be worn to school.

In cases of lost property, please speak to your child's class teacher in the first instance. A lost property rail is located in our entrance foyer. Lost property boxes are also located in each of the class areas. Please contact the school to access these boxes.

Please note that our school cannot take any responsibility for items lost in school.

Please ensure that all clothing is labelled with your child's name so that it can be returned to your child easily.

Assistance with School Clothing and Footwear

Midlothian Council provides support to families with school meals and school uniforms. If your family is entitled to free school meals you will also have access to the clothing grant. These grants can be applied for online. Our school office will keep you informed of when you can apply for these, and our new Primary 1 pupils will have information linked to this in their 'welcome to school' pack. Our Home School Practitioner, Louise Bland, can also provide support with this.

Midlothian Council 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 but not Working Tax Credit (subject to a maximum and an annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI or the Immigration and Asylum Act 1999 will automatically qualify for such a scheme. Other cases will be determined according to personal circumstances of the family.

Parents who wish to apply for the scheme should complete an application form which is available from this school or the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

This form is now completed on-line.

Please note that our Home School Practitioner, Ms Louise Bland can support families with this process.

School Attendance

Excellent attendance at school is important to allow your child to reach their full potential and to have the best possible start in their education.

Midlothian Council has an expectation that all children of primary school have attendance of 96% or higher.

Our school's processes for attendance and lateness are outlined below. We work with our families to support increased attendance, and our Home School Practitioner, Louise Bland, plays a key role in supporting both families and school.

Arrival at School

All pupils in our school start their day at 8.50am. Our expectation is that all pupils arrive on time and enter via their class line each morning. Pupils who are persistently late miss a significant amount of learning, as well as the important routines and calendars of the class each day.

For safety reasons, it is important that pupils do not arrive too early for school. Pupils should come directly to school and arrive at approximately 8.40am. Please note that there are no staff supervising in our school playground's prior to the start of the school day.

Absence Procedures for Families

If your child is absent from school due to illness or another cause, it is important that you contact the school office on the day of absence.

Please call the school office on 0131 663 0546 to inform of the reason for absence as soon as possible, but before 9.00am on the morning of absence. Families can also email the school at mayfield_ps@midlothian.gov.uk or use the school Groupcall messenger system to report absence.

Please be aware that our school office staff and home school practitioner monitor attendance daily in school. If you have not contacted the school office with a reason for absence, a member of school staff will contact you to request this.

Early Collection from School

Should you require to collect your child early from school a telephone or written request should be made. Pupils will not be allowed to leave the school unaccompanied unless the Head Teacher/Teacher has received a note giving the time of the appointment and the arrangements a parent/carer wishes to make for accompanying the child. You will appreciate that these steps are taken with the safety of pupils in mind.

Family Holidays

Family holidays, wherever possible should be taken out-with term times and during school holiday periods. If this is not possible a written request should be sent to the school to inform us of this intended absence. **Please note that most family holidays taken during term time are categorised as unauthorised absence and this will be reflected in your child's attendance figures.**

Our School Attendance and Lateness Procedures

Our school has an attendance and lateness procedure in place to support Midlothian Council's expectations. This is in the form of a series of communications with families to support in improving attendance.

Attendance Monitoring

Our school team monitor pupil attendance on a weekly basis. This included all absences and reasons for absence.

Information is now communicated to families digitally via email or Seesaw to ensure ease of access for all families.

Our attendance and lateness letters are as follows:

Attendance

Letter 1 – If your child's attendance falls below 95% an initial letter will be sent to parents/carers.

Letter 2 - If your child's attendance continues to decline a second letter will be sent.

Letter 3 - Should your child's attendance fall below 90% a third letter will be sent and you will be invited in to school to meet.

Lateness

Letter 1- If your child accrues 30 minutes of lateness an initial letter will be sent to parents/carers.

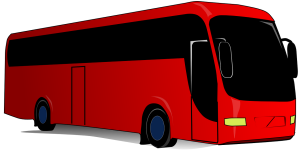
Letter 2 - If your child accrues 60 minutes of lateness a second letter will be sent to parents/carers.

Letter 3 - If your child accrues 90 minutes of lateness you will be invited in to school to meet regarding this.

Louise Bland supports our families in a range of ways linked to attendance. If you have any questions or concerns linked to your child's attendance, please contact Louise who will be more than happy to support you.

School 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 of Midlothian Council. Our school team is happy to signpost and answer any queries related to this.



All 5 to 21 olds living in Scotland are entitled to free bus travel through the Young Scot/National Entitlement Card. You can apply online at freebus.scot

Where a pupil attends their catchment primary school and:

- lives more than two miles from it by walking route, or
- there is not a suitable walking route

and there is no public transport available, the council will arrange school transport.

If your child has a place in the complex needs provision you should refer to your Education Resource Group (ERG) decision letter for details about school transport.

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.

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.

Transport to Our Speech, Language and Communication Classes

Pupils who have a placement at our Speech, Language and Communication provision in school, will receive transport to school if they live outside our school catchment area.

Transport is sourced by our central Midlothian Travel Team and they will provide correspondence to families directly, linked to pick up and drop off times.

For any questions directly linked to this, please contact Rache Dryden, our Principal Teacher, who will be happy to assist.

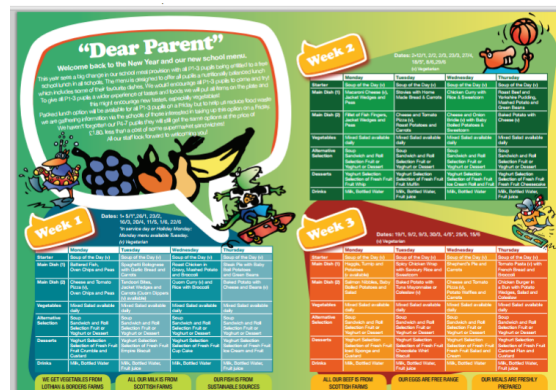
Our School Lunches

At Mayfield Primary School we encourage everyone in our community to make healthy choices. This includes our food choices. This supports the safety of all in our school.

Midlothian Council promotes healthy eating and this is evident in the food choices that are available for pupils across the local authority.

All pupils in Primary 1 to Primary 5 are currently entitled to a free school meal. As a school we actively encourage our families to use this to provide all learners with a hot meal daily.

Our school meals currently cost £2.10 for our P6 and P7 learners. This money can be paid online using our ParentPay system, which we encourage all families to try. Alternatively, money can be handed in to the school office. Please contact the school office for further details.



School meals are cooked in school, following Midlothian Council guidelines and menus. Pupils can choose from a hot tray or a cold tray each day. Our meals promote healthy eating. There are two hot choices daily and there are a wide range of sandwiches, baguettes, wraps and rolls in the cold tray selection. Each tray provides the children with a drink of milk, water or fresh juice as well as fruit and a dessert/soup.

Please note that there are no hot school dinners on a Friday. Pupils with a free meal entitlement will be given a packed lunch to take home and should you wish, your child can purchase a packed lunch to take home for £2.10. A packed lunch consists of a sandwich or roll, drink, yoghurt/fruit and a small biscuit or cake.

Alternatively pupils can bring their own packed lunch to school. We encourage pupils to bring healthy packed lunches to school. Please provide your child's packed lunch in a lunch bag or box with your child's name on it.

Free School Meal Entitlement and Provision

Please apply for the Free School Meals and Clothing Grant even if your child is in P1-P5 and entitled to a free meal at school, because, if eligible you will also receive the clothing grant.

Under the Education Committee's policy, children are entitled to free school meals if their parents are in receipt of:

- income support (IS)
- income-based job seeker's allowance (JSA)
- income based employment and support allowance
- universal credit statement, with monthly Take Home Pay up to £660
- child tax credit only, with annual income of up to £17,005
- child tax credit and working tax credit, with an annual income of up to £7920
- support under Part VI of the Immigration and Asylum Act 1999

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 can order milk for your child to have as part of their school day. Orders for milk should be made using ParentPay. This information will be sent out to families from our school office, or will be available in new P1 Pupil Information Packs. This will give details of the cost of milk and when it should be paid. The cost of milk is subsidised by Midlothian Council.

Free milk is available to all pupils if they are entitled to free school meals.

Nut Free School

Mayfield Primary School is a Nut Free School. While we cannot guarantee pupils do not bring foods containing nuts in to school, we ask parents to support us in not sending these as snacks and in lunch boxes.

This will help us to ensure that those with allergies in our school do not come in to contact with nuts or nut products.

School Trips and Visits

Residential Trips



A residential trip is planned for Primary 7 pupils on an annual basis. As a school we try to give parents and carers as much notice as we can of this event. This allows us to support families by fundraising in school to reduce costs.

Planning and information events take place in late Primary 6/early Primary 7 to provide an overview of the residential and clear information to families.

Day Trips

Across the school year our staff team try to support our learners with real life learning situations to widen their learning. Day visits take a range of forms, and as a school we try to limit any costs to our families.

Examples of day visits can include:

- Visit to the Museum of Scotland
- Dynamic Earth
- Newbattle Library (for a range of learning activities)
- Visits and walks in our local community

To reduce the costs of these outings, our school supports all families in providing free bus passes for their children. These can then be used to reduce the cost of outings for our learners.

Class Visits

As well as our learners leaving the school to develop their learning, we also actively encourage visitors to support our learner in their own settings, which are familiar to them. Again a range of visits have taken place, but these can include:

- Scottish Storytelling
- Dunedin Consort (music outreach programme)
- Headstrong (a P7 health programme)
- School Nursing Class Visits

Health and Safety in our School

The Education and Communities 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 learners will behave responsibly and comply with all safety requirements. The support of parents and carers in promoting good practice in health and safety matters is of great importance to the school.

Entering and Exiting our Building

For safety and security reasons we would request that all pupils arrive and exit the building via the designated doors for their class.

If a pupil is late for school, they should come to the school main entrance so that we can make sure that they register with the school office as being in the school building. Similarly if pupils need to leave the school during the school day for any reason, they should be collected from the main entrance.

Meeting with Teachers



As a school we fully support our parents and carers meeting to support the progress of their children. **We would kindly request that parents and carers do not try to meet with teachers at the start of the school day as this is a very busy time, and key to setting the routines for the day.**

Teachers are available most days at the end of the school day for a quick chat in the playground. Please feel free to approach staff at this time.

Parents and carers can also make an appointment to meet with school staff. These can be made at the school office and will allow protected time for a discussion, in a more confidential manner. Please note that these can be face to face or via a telephone call if preferred.

School Security

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

Fire Safety

Our school has clear fire safety procedures that are reviewed annually, and following any fire evacuation drills or training. Fire evacuation procedures are displayed in all rooms throughout the school building to support evacuation.

All staff in school attend Fire Safety Awareness Training, and the school has identified Fire Wardens from our staff team to support the evacuation of the building.



Fire drills take place termly for our school building. The first drill is 'announced' so that staff and pupils know when it is going to take place. The other drills are 'unannounced' so that staff and

pupils evacuate the building as they would in a real emergency, congregating at the identified muster point in our school playground.

Vehicular Access to our School

Vehicular access to our school grounds is limited and the school gates are closed at key times throughout the day to support pupil safety.

Our school gates times are closed as follows:

Monday to Friday	8.30am to 9.15am
Monday to Thursday	3.00pm to 3.45pm
Friday	11.45am to 12.45pm



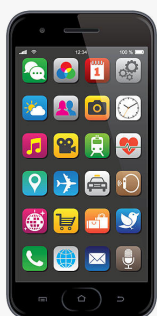
The school gates will not be opened to support vehicles accessing or exiting the school grounds unless identified as an emergency.

Please be aware that the access road to the rear of the school is for delivery vehicles only, and should NOT be used by families for pick up and drop off.

There are local traffic parking arrangements now in place surrounding the school. Please ensure that you are familiar with these.

Mobile Phones in School

Our school recognises that, for health and safety reasons some parents/carers may wish their child to have a mobile phone. Pupils who bring a mobile phone to school must hand it in first thing in the morning to their class teacher, and collect it at the end of the school day. This is for safe keeping.



If a child has a mobile phone during the school day, and has not handed it in, this device will be confiscated and parents informed to come and collect it. We hope you will support this arrangement which has been put in place to ensure the safety of our pupils, and appropriate use of mobile phones in school.

However, please be aware 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 in our School

If your child has a medical condition or any medical requirements, it is essential that you inform the school of this.



Any medication given to a child in school must be administered by a member of staff, and this is recorded in our medication log.

Before any medication can be given to a child, the appropriate medical consent form must be completed by a parent/carer. Medication must also be in the packaging provided when it was dispensed and doses can only be administered in line with this.

If you do not complete a medical form, we are unable to provide medication to your child.

Medication is kept securely in school and will be given at times in line with the prescription and that of medical forms. Any changes to this must be shared with the school.

Any unused medication will be returned to families at the end of the school session. Adults will be required to collect this medication, unless asthma inhalers.

If a child is unwell during the school day, the school may call you to collect your child. In such cases, parents and carers should arrange to collect their child in a timely manner.

Please note that children are not allowed out of school unaccompanied for any reason. If your child has a medical appointment during the school day, you should make arrangements to collect them from the main entrance of the school. Children will not be allowed to wait at school gates.

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, an emergency contact. If the incident is less serious, then the parent/carer will be contacted in the first instance.

In the event of a bump to the head in school, the school will send a letter to parents/carers to inform of this. A telephone call will also be made to parents/carers to inform them.

Chronic/Long Term Medical Conditions

If a pupil suffers from a chronic illness requiring long-term medication or where medication may be required in an emergency situation, parents and carers must contact the school office, to make an appointment with a member of our Senior Leadership Team to discuss support. Families will be asked to complete specific medical forms and consents to support this.

School Health Service

Throughout their time at school, a team of specialist Health Service and Education 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.

A range of services are provided. School, the School Health Team and Families can work closely together to support you with your child, both at school and through other branches of the Health Service.

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 assisted by a health care assistant and have close working links with community based paediatricians.

The school nurse reviews the notes of all children in Primary 1 as well of all new pupils to the school. A member of the school health team measures their growth, and tests vision. The school nurse will assess these measurements and results. In addition, s/he 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.



Speech and Language Therapist

The Speech and Language Therapist (SALT) can provide assessment and, if necessary, support if you, a teacher, your GP or school doctor feels that your child may need help with communication. Appointments are normally arranged at the 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 by Therapy Partners in school or through the school Support for Learning programme.

Dental Service

Any enquiries concerning the provision of dental services should be made to:

Director of the Community Dental Service
16 Duncan Street
Edinburgh
EH9 1SR

Tel: 0131 667 7114



Treatment of Head Lice

Although the Scottish Government has directed that schools no longer issue letters home when instances of headlice 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 headlice 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 identified 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 designated to kill head lice

Homework in our School

Pupils in our school have homework on a weekly basis. This provides opportunities for pupils to practise, reinforce or research learning taking place in school.

Activities for homework in school link to:

- numeracy and maths
- literacy (reading, writing, listening and talking, phonics)
- topic or thematic learning

Homework may consist of both digital and paper-based tasks dependent on your child's stage and level of learning.

For your child to access their digital device at home, all parents and carers must complete the local authority contract linked to this.

At times, parents and carers contact us to discuss the time pupils should spend on homework tasks. The information below can provide a brief overview:

Primary 1 and Primary 2 Pupils

Reading practice/tasks should be for around 5 - 10 minutes each night. Reading activities should be a positive experience for both the learner and the parent/carer. Pupils will be asked to consolidate sounds, practise blending sounds, sounding out words and learning sight vocabulary.

Numeracy activities may also be given. These may consist of games, locating objects, counting and short activities. These should take a similar amount of time.

Topic/Themed Tasks. Again any tasks in this area should be manageable for both the pupil and the carer, and should last approximately 10 minutes.

Primary 3 to Primary 7 Pupils

Regular reading tasks will take place for pupils at this stage. The activities will be dependent on the level and stage of your child.

Literacy tasks will also be given weekly and these may extend over a couple of weeks e.g. a thematic talk or presentation.

Numeracy and maths tasks will be provided to enhance and support the learning taking place in class.

Topic/thematic tasks will also be provided. These may be more open-ended over a period of weeks with a degree of flexibility in how your child presents this information.

As a guide, pupils in Primary 3 should be completing approximately 10-15 minutes per activity, with this increasing to approximately 30 minutes in Primary 7.

Religious Observance in our School

As part of our curriculum pupils learn about different religions and explore moral issues in Religious and Moral Education. We also have a responsibility to support religious observance across the school session. In addition to this, we support festivals of other world religions to ensure the faiths of our community are considered.

The Rev. Gayle Taylor is our Minister for the Community of Mayfield and Easthouses. Gayle is a regular visitor to the school supporting with class learning, school assemblies and church services.

Assemblies take place throughout the school year and these also provide opportunities for pupils to learn and explore school, local and national issues, festivals and celebrations. These include:

- Harvest
- Advent
- Chinese New Year
- St Andrew's Day
- Children in Need



Parents have the right to withdraw their child from religious observance.

Our Learning Groups in School

Pupils in our school take part in the everyday and more strategic decisions that support our school and its direction in learning. Every child in our school is part of a learning group. All learning groups meet weekly and consist of vertical groups of learners. This means that they include learners from Primary 1 to Primary 7.

Pupils select their top three learning groups at the start of the school session, and are given, wherever possible, one of these choices. All learning groups are led by a teacher and many are co-led by a member of our support team. Parents and carers are more than welcome to become part of a group. Please contact our school office for further information.

For session 2022.2023 our learning groups were:

- Super School Improvers - Mayfield Pupil Council
- Digital Ninjas
- Rights Respecting School
- Eco Warriors
- Sporty Superstars
- Fundraising Fanatics
- JRSOs
- Community Champions
- Outdoor Learning Team
- Workforce Wizards
- Librarian
- Playground Leaders

Our Learner Groups for Session 2023.2024 are in the process of being established at this time.

Promoting Positive Behaviour

Mayfield Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that everyone in our school has the right to be in an environment that is safe, friendly, calm, fair and consistent.

Our school approach is both POSITIVE and RESTORATIVE in its approach. In our school we encourage individual responsibility for our own behaviour choices and value the importance of nurturing in each other a sense of belonging and belief, linking to our motto, 'Be The Best We Can Be.'

In our school we support learners to exercise choice in their actions and raise an awareness with pupils that choices may have consequences.

Recognising and Rewarding Effort

In our school we recognise and support pupils who are making good behaviour and learning choices, celebrating their successes and progress in their learning. Our 'Mayfield Fieldies' celebrate the characteristics of a successful Mayfield Learner and these are used consistently across the school, and as part of assemblies.

As a school we celebrate these successes through:

- verbal praise
- positive stickers
- Praise cards and positive certificates
- Recognition at Assemblies as part of our Achievements
- Positive phone calls home

Each of our classes have a 'Class Charter' discussed and agreed by each individual class at the start of each school year to show the key behaviours and characteristics that their class will display across the year.

Each class has its own additional rewards and celebration approaches in addition to the whole school approaches.

Managing Behaviours

Engagement with learning is always our aim as a school. For most learners in our school a gentle reminder or 'nudge in the right direction' is all that is needed. There are occasions when learners make poor behaviour choices. We believe it is important to explicitly teacher positive behaviours and support pupils in making the correct choices.

When supporting learners to change poor behaviour choices staff will:

- keep calm
- where possible, be at eye level with the child
- give choices
- provide thinking time and time to de-escalate
- remind the child of the positive choices and behaviours they have displayed

In our school there is a system of stepped consequences, in line with local authority guidance.

Restorative Approaches

Staff implement a restorative approach, when appropriate, to support learners with challenges. Restorative practice involves learners and adults resolving issues in a supportive way to restore relationships. Effective restorative practices foster an awareness of how others have been affected by inappropriate behaviour choices.

Anti-Bullying Policy and Guidance

Our school strives to promote a culture based on nurturing relationships and equality for all. We aim to build a community where bullying behaviour is unacceptable. We can achieve this through developing positive relationships and preventative measures.

Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying can also occur in the virtual world which children and young people access through the Internet, via social networking, computers and mobile devices. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. 'Bullying - A Guide for Parents and Carers' which includes guidance on on-line bullying, is available from 'Respect Me' - Scotland's Anti-Bullying Service on their website - www.respectme.org.uk

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

- homophobic bullying
- racist bullying
- disability bullying
- body image
- religion and belief
- sexism and gender
- looked after children and young people
- young carers
- socio-economic group

Effective preventative strategies must involve all members of our community in building a culture where everyone feels safe, secure and nurtured. Adults should be aware of their responsibility to be role models for learners and should support others in the wider community to do the same.

It is essential that we recognise that everyone matters and should be valued for who they are; it is acceptable to be different.

Responding to Bullying Behaviour

When **bullying behaviour does take place**, staff will respond appropriately by addressing the needs of learners who are experiencing bullying behaviour as well as those who are displaying these behaviours.

The member of staff to whom the incident is reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour of the child.

The child who is experiencing bullying behaviour will receive appropriate support and protection.

Good practice includes:

- the child being taken to a comfortable place with no distractions
- child being given time to calm down and be reassured that they will be listened to
- the member of staff confirming that bullying behaviour is never acceptable; they deserve to feel safe
- the child should be encouraged to talk, to find out what happened, who was involved, where and when - with notes taken
- the child being asked what they want to happen next
- the incident being shared with SLT and fully investigated by a member of staff, all statements and accounts should be recorded
- parents being informed of the incident and action taken, if it is judged to be appropriate
- the child being kept up to date with progress
- details of the bullying behaviour and actions taken and recorded in SEEMIS Bullying and Equalities module
- following the incident, staff should ensure that the child is closely monitored and supported to ensure the bullying behaviour has stopped

When a child has displayed bullying behaviour. a member of SLT should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution to the bullying incident.

Good practice includes:

- time should be taken to understand the reasons for the bullying behaviour
- the individual or group should not be labelled as 'bullies', name the behaviour
- address what is happening behind the behaviour, even when the bullying has stopped

Consideration should be given to the consequences and support given to the child displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed
- restorative approaches
- involvement of educational psychologists and community police

However, *'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there'* (National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011), senior leaders have the power to exclude as a last resort.

Recording and Monitoring

Incidents of bullying will be recorded to ensure that appropriate response and follow up is in place. It will help our school to monitor the effectiveness of our processes and practice, and may help identify a need for further training or development.

Monitoring bullying incidents can provide information on recurring patterns, including:

- involvement of particular, children, staff or other adults

- where and when bullying is taking place
- aspects of prejudice or discrimination underlying bullying
- action taken or resolution at an individual or organisational level
- consideration of personal or additional support needs

Incidents of bullying are recorded systematically using our bullying log and authority procedures followed. Bullying incidents are recorded on SEEMIS.

All aspects of bullying incidents should be dealt with in a way that fosters mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached and bullying behaviour has stopped.

In order to achieve a satisfactory resolution, good practice includes:

- small group work/team building activities
- peer mediation building on shared concern
- reflection diary
- supervision
- restorative approaches
- seek outside help/advice/involve other partners or agencies as required
- police involvement or engagement

Child Protection

Midlothian Council has a range of duties and responsibilities in relation to the Child Protection and Safeguarding procedures for all learners, which include 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 Police, Social Work or Health colleagues who have a legal duty to investigate further.

While we always endeavour to work in an open manner with parents and carers, there are some circumstances when it may not be appropriate to inform the parent or carer 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 carers will be informed is the responsibility of 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, the school's designated Child Protection Officer or the Information Officer, Co-ordinated Services for Children and Young People.

School Closures for Occasional and Emergency Arrangements

School holidays and in-service day pupil holidays are shared with parents through the Midlothian School Calendar for the session. This is shared by the school at the start of each academic session. Our school will also send out reminder text messages and emails to families.

In the event of an unplanned closure of the school, that is, in an emergency situation, parents and carers will be informed by the most appropriate method - groupcall text or email, Twitter feed. In the case of closure due to severe weather conditions, parents and carers will be informed on arrival at the school and local radio will regularly broadcast information to parents. In addition to this, Midlothian Council will try to display this on their website and Twitter feeds, and the school will, wherever possible, send a groupcall message to families.

Playground Supervision

At morning interval and lunchtime pupils are supervised in the playground by both Learning Assistants and Playground Supervisors. 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 pupils, and our Learning Assistant and playground Supervisors are expected to take reasonable steps to prevent accidents and ensure 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 note is sent home and parents/carers contacted by telephone as soon as possible.

Supervision at the Start of the Day - School Opening

The Local 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 extreme weather conditions pupils will be allowed to access the school building from approximately 8.40am.

Supervision during Indoor Breaks

During indoor breaks and lunches, pupils are supervised within their own class setting by support staff.

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 the age of 14, 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:

Education and Children's Services Division

Fairfield House

8 Lothian Road

Dalkeith

EH22 3ZG

Complaints Procedure

The Head Teacher, Depute Head Teachers and non-teaching promoted staff are available during the school day to discuss any concerns you may have over your child's progress and wellbeing, or the work of the school. It is not always necessary to make an appointment, although this can be advisable because of the busy life of a school. Usually, parental concerns can be resolved in partnership between home and school.

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

- 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 his/her 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

Midlothian Council Complaints Procedure

Stage 1

If you are concerned about a particular aspect of our work, please arrange an appointment to discuss the matter with the relevant DHT:

- Miss MacPhie Primary 1, Primary 2, Thistle, Fern, Oaks and Thrive Classes
- Mr Dougal Primary 3 - Primary 7

or, if they are unavailable, with the Head Teacher, Mrs Walker. He/she will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with relevant information.

In some cases your concerns can be dealt with immediately; other matters may require more extended investigation. In any event, we will notify you, normally within 5 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.

Stage 2

If you are dissatisfied with the school's response, please notify the Head Teacher that you wish to pursue the matter further.

The Head Teacher will either review the proposed action or notify you of the appropriate Schools Group Manager within the Education Authority whom you should contact.

Contact the named office by telephone or letter at Education and Children's Services Division headquarters or use the form provided on Midlothian Council's website.

The Parent Liaison Officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within 5 working days of being contacted.

Stage 3

Nearly all matters of concern are resolved through the above procedures. If you remain dissatisfied, please contact again the Schools Group Manager involved at Stage 2; he/she will review the situation and/or indicate what avenues are open to you.

Stage 4

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

Please note that all information is correct at time of compilation, but is subject to changes in school roll, staffing and resources.

Mrs L Walker
Head Teacher
October 2022