



**WALKERBURN  
PRIMARY SCHOOL  
School Handbook  
2018/19**

# Walkerburn Primary School Handbook 2018/19

School Handbooks serve a variety of purposes: they communicate the ethos of the school and provide a welcome for parents. They help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The School Handbook should help you to understand your child's learning journey; help you become involved and help you to support your children.

Throughout this Handbook, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

## Headteacher's Welcome

Dear Parents/Carers

Welcome to the Walkerburn Primary School Handbook for Parents. I hope that you find this handbook both useful and informative.

At Walkerburn School we are all committed to working in partnership with you regarding your child's wellbeing, learning and care and look forward to a happy relationship between pupil, family and school. We are part of a partnership arrangement with St. Ronan's School in Innerleithen and I am Headteacher of both schools.

We believe that a child's time in nursery and primary school is crucially important for their development as happy, successful people and we try to ensure that every child feels happy, cared for, has their needs met and makes good progress.

Walkerburn Primary School prides itself in its warm, family environment. We are a focal point for the Walkerburn community and take opportunities to involve the community in the life and work of the school.

If, at any time, you wish to discuss any issues regarding your child or the work and life of the school, please do not hesitate to get in touch with a member of the team; we will be only too pleased to help.



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## Contents

<i>Page</i>	<i>Contents</i>	<i>Page</i>	<i>Contents</i>
2	<b>Headteacher's Welcome</b>	13	<b>Life at St. Walkerburn</b>
3	<b>Contents</b>		<ul style="list-style-type: none"> <li>• Promoting respectful relationships</li> </ul>
4	<b>Our Vision, Values and Aims</b>		<ul style="list-style-type: none"> <li>• Celebrating achievements</li> </ul>
5	<b>Our School - Inside and Out</b>		<ul style="list-style-type: none"> <li>• Nursery</li> </ul>
6	<b>Contacting Us</b>	14	<ul style="list-style-type: none"> <li>• Partnership with faith communities</li> </ul>
	<ul style="list-style-type: none"> <li>• School Visits - new and prospective parents</li> </ul>		
	<ul style="list-style-type: none"> <li>• Enrolment arrangements</li> </ul>		
	<ul style="list-style-type: none"> <li>• Communication</li> </ul>		<ul style="list-style-type: none"> <li>• Calendar of events</li> </ul>
7	<ul style="list-style-type: none"> <li>• Absence from school</li> </ul>	16	<b>Health and Wellbeing</b>
	<ul style="list-style-type: none"> <li>• Concerns and complaints</li> </ul>		<ul style="list-style-type: none"> <li>• Respectful relationships</li> </ul>
8	<b>Essential Information</b>		<ul style="list-style-type: none"> <li>• Medical care</li> </ul>
	<ul style="list-style-type: none"> <li>• Nursery Day</li> </ul>		<ul style="list-style-type: none"> <li>• Medical examinations</li> </ul>
	<ul style="list-style-type: none"> <li>• School Day</li> </ul>		<ul style="list-style-type: none"> <li>• Prescribed medication</li> </ul>
	<ul style="list-style-type: none"> <li>• Before and after school</li> </ul>	18	<b>Our Curriculum</b>
	<ul style="list-style-type: none"> <li>• Essential items for school</li> </ul>		<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>• Uniform and clothing</li> </ul>	19	<ul style="list-style-type: none"> <li>• Learning and teaching</li> </ul>
9	<ul style="list-style-type: none"> <li>• Safe routes to school</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Security</li> </ul>	20	<ul style="list-style-type: none"> <li>• Educational visits</li> </ul>
10	<ul style="list-style-type: none"> <li>• School meals</li> </ul>		<ul style="list-style-type: none"> <li>• Home Learning and Homework</li> </ul>
	<ul style="list-style-type: none"> <li>• Emergency closures</li> </ul>	21	<b>Arrangement of Classes</b>
	<ul style="list-style-type: none"> <li>• Holidays during term time</li> </ul>		<ul style="list-style-type: none"> <li>• Class composition</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Composite classes</li> </ul>
	<ul style="list-style-type: none"> <li>• After School Clubs</li> </ul>	22	<b>Transitions</b>
11	<ul style="list-style-type: none"> <li>• Enrichment activities</li> </ul>	22	<b>Support for Pupils</b>
12	<b>Working Together - Parental Involvement</b>		<ul style="list-style-type: none"> <li>• Getting it Right for Every Child (GIRFEC)</li> </ul>
		23	<ul style="list-style-type: none"> <li>• Meeting pupils' needs</li> </ul>
	<ul style="list-style-type: none"> <li>• Parent Partnership</li> </ul>		<ul style="list-style-type: none"> <li>• Additional Support Needs</li> </ul>
	<ul style="list-style-type: none"> <li>• Parent Evenings</li> </ul>	24	<ul style="list-style-type: none"> <li>• Multi-Agency Support</li> </ul>
	<ul style="list-style-type: none"> <li>• Reporting</li> </ul>		<ul style="list-style-type: none"> <li>• Child Protection</li> </ul>
	<ul style="list-style-type: none"> <li>• Parent Helpers</li> </ul>	26	<b>School self-evaluation and improvement</b>
	<ul style="list-style-type: none"> <li>• Parent Council</li> </ul>		<b>Data Policies</b>
12	<b>Working Together - Pupil Involvement</b>		<ul style="list-style-type: none"> <li>• Data Policy</li> </ul>
	<ul style="list-style-type: none"> <li>• Class Councils</li> </ul>		<ul style="list-style-type: none"> <li>• Data Protection Rights</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupil Council</li> </ul>	28	<b>School term and holiday dates 2018/19</b>
	<ul style="list-style-type: none"> <li>• House System</li> </ul>	29	<b>Staff List 2018/19</b>
	<ul style="list-style-type: none"> <li>• Eco School</li> </ul>	31	<b>Index</b>
	<ul style="list-style-type: none"> <li>• Junior Road Safety Officers</li> </ul>		

## Our Shared Vision and Values

Our vision for all at Walkerburn Primary is 'to be the best we can be', to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

By supporting everyone in these four capacities means pupils are taking part in a learning environment which guides and leads them to achieve individual potential and ambition through Wisdom, Justice, Compassion, Integrity and Good Health.

This vision is realised and embodied in our school's aims to:

- have a safe, welcoming school where everyone values themselves and each other.
- show respect to all and support others in our school community.
- provide motivating learning opportunities to support individual potential, ambition and creativity.
- encourage confidence, have high expectations and celebrate achievements.
- be responsible citizens in and beyond our school community.
- work in partnership with parents and community groups to enable achievement for all.
- respect and conserve school and community resources to take care of our changing world.

Our values guide the way we work. Together we will:

- respect ourselves
- respect others
- be honest
- be cooperative
- have a hard work ethic
- care for the environment

## Our School

Walkerburn was founded in 1854 when Henry Ballantyne expanded his business in the textile industry. He wanted more room than his present mills would allow and so moved them to a site ten miles from Galashiels, on the banks of the Caberston Burn. The village of Walkerburn grew and expanded to house the many mill workers and their families.

The population of the village continued to grow and by 1860 the residents wanted a school for their children. A site was secured for a nominal feu duty of one penny per annum and on September 7<sup>th</sup> 1861 the foundation stone was laid. The building was completed in 1862. A further classroom and a schoolmaster's house were added to the building in 1866/67.

Since then the building has been added to and altered in various ways. Most recently, in 2000, the building was almost completely refurbished resulting in a bright and modern interior. Accommodation comprises of two classrooms, a shared room, a nursery unit, staff room, office, library/visiting specialist's room, and a gym hall/dining room.

Within the grounds, there is a large tarred playground, with markings for games. The playground has trees planted around the perimeter which are surrounded by beds of seasonal flowers and plants. These and the tubs are planted and cared for by the children. Adjacent is a wonderful garden which supplies us with lots of fresh fruit and vegetables.

The school roll has varied greatly over the years. Records show that two years after opening, the roll was about 100 pupils and by the turn of the century it had more than doubled with around 250 pupils. Today the school roll today stands at 19 pupils and 10 in the nursery.

The school has good links with the wider community of the village and provides a monthly report to Burning Issues, the village newsletter. We work closely with the Parent Council. Parents are regarded as vital to the school, and are kept in touch with all that is going on through meetings, parent's evenings and regular newsletters home.

The school also has Facebook page which is handy for reminders and communications for fundraising etc.

## Contacting Us

<b>Name of School</b>	Walkerburn Primary School
<b>Address</b>	Caberston Road WALKERBURN Peeblesshire EH43 6AU
<b>Telephone</b>	01896 870235
<b>Email</b>	walkerburnsps@scotborders.gov.uk
<b>Website</b>	www.walkerburnschool.org.uk
<b>Provision</b>	Nursery 3 and 4 year olds plus eligible 2 year olds; P.1-7
<b>Roll</b>	Nursery: 10; P.1-7 19
<b>Headteacher</b>	Mr K. J. Belleville
<b>Depute Headteachers</b>	Miss J. Lister and Mrs D. Taylor
<b>Parent Council Contact</b>	walkerburnsps@scotborders.gov.uk

### SCHOOL VISITS - NEW AND PROSPECTIVE PARENTS

If you are being offered a place at Walkerburn School for your child you will be invited to see around the school and to meet key staff. If you are interested in seeking a place for your child at Walkerburn you should contact the Headteacher who will arrange to meet with you and arrange a visit for you and your family.

### ENROLMENT ARRANGEMENTS

Enrolment for the Early Learning and Childcare into the Nursery takes place in November for children who will have reached their third birthday and fourth birthday (pre-school) before 1 March. Places are allocated on age - with the eldest children taking priority.

Enrolment for P.1 also takes place in November for entry to school after the summer holidays. As a general rule, pupils accepted at enrolment must have reached the age of five by 28 February of the following year.

### COMMUNICATION

We try very hard to ensure there is an appropriate flow of information between school and home. Newsletters are sent out on a regular basis to parents and others connected with the school. The newsletter contains a variety of information. Parents can have a copy of the newsletter emailed to them so that they are aware one has been distributed. If you are interested in being on this email list please complete the online form available on the school website - [www.walkerburnschool.org.uk](http://www.walkerburnschool.org.uk)

Letters are also issued for specific purposes to particular classes or pupils. Occasionally you will be asked for your permission for your child to take part in an activity. If permission slips are not returned your child will not be able to take part in the activity. You should check your child's bag on a regular basis for letters! Parents are also encouraged to communicate important information that affects their child's education to a member of the school staff.

We also use a Groupcall system which sends a text message to parents' mobile phones.

The school has a website which contains useful information: [www.walkerburnschool.org.uk](http://www.walkerburnschool.org.uk) . In addition, there is a Facebook page which duplicates the information sent out in newsletters and on the website. The Facebook page is carefully managed and monitored and is purely for giving information and is not a discussion forum. Instead, parents are requested to contact the school direct with any questions or concerns.

## **ABSENCE FROM SCHOOL**

If your child is going to be absent from school, it is imperative that you contact the school by telephone. Please contact school the day before the expected absence before 4.00pm or between 8.40-9.00am on the day of absence. When you phone, please tell the member of staff your own name, the child's name and class, the reason for absence and expected return date/time. If your child does not come into school and we have not heard from you, we will contact parents as soon as possible and before 9.30am.

When a child returns to school after absence, parents/carers should write a short note to be handed to the class teacher explaining the reason for the absence and any action to be taken as a result of this.

It is imperative that parents keep the school up to date with emergency contact details. Change of address/emergency contacts/telephone numbers must be correct at all times.

Pupils should be in the school grounds by 8.40am ready for entry to school. If your child is too late to enter the school by the children's entrance, he/she should enter via the main entrance. All pupils who arrive late through the main door must report to reception and say why they are late. This will be recorded on the register.

If your child has returned home for lunch and will be absent in the afternoon, contact should be made immediately with the school.

## **CONCERNS AND COMPLAINTS**

Should you ever need to contact the school regarding your child, please don't hesitate to do this as soon as the concern arises. You are free to phone, write, email or drop in to make an appointment with the appropriate member of staff. We try hard to deal with any concerns swiftly to minimise any upset to the child or the family.

We want our school to be as good as it can be for you and your children so it's important that you tell us right away if you're not happy about something.

When you have a concern we will listen to you, record what you are saying and investigate the issues raised then get back to you either in writing, by phone or in person.

Should you be unhappy with our response, we will refer the matter to officers at Scottish Borders. A leaflet on SBC Complaints procedure is available from the school office or at [www.scotborders.gov.uk](http://www.scotborders.gov.uk). You can also contact SBC direct on 01835 82400.

## Essential Information

### NURSERY DAY

#### Morning session

#### Monday-Thursday

8.40am-12.45pm (lunch is 12.15-12.45pm)

#### Friday

8.30am-12.30pm (including brunch 11.45am-12.15pm)

#### Afternoon session

12.45pm-3.10pm

### P.1-7 SCHOOL DAY

#### Monday-Thursday

Start time: 8.40am

Break: 10.30-10.45am

Lunch: 12.15-1.00pm

Finish time: 3.10pm

#### Friday

Start time: 8.40am

Break: 10.30-10.45am

Brunch: 11.45-12.10pm

Finish time: 12.20pm

### ESSENTIAL ITEMS FOR SCHOOL

Parents are asked to supply their children with the following essential items for use each day in school:

- Well-stocked pencil case (pencils, colouring pencils/felts, rubber, sharpener, ruler, glue stick)
- Black gym shoes/shoes (to be kept for indoor use - the children change when they come in to school)
- Dark shorts and plain white t-shirt for gym. No football strips are allowed in school.
- Painting/craft overall (an apron or old shirt is suitable)

### UNIFORM AND CLOTHING

The wearing of school uniform is actively encouraged at Walkerburn. The benefits include:

- Giving pupils a pride in and sense of belonging to their school
- Increasing the school's profile in the local community
- Preventing competition between pupils over expensive fashion wear and helping to prevent bullying and victimisation of others on the grounds of what they wear
- Improving security in school and on school trips, as it is easier to identify who is a pupil in the school
- More convenient for parents

The School colours are red and black (tie) and red (tops). All pupils are asked to wear:

- **Black** skirt/pinafore/trousers
- **White** shirt/blouse/polo shirt
- **Red** cardigan/pullover/sweatshirt (with the embroidered school badge)
- **Shoes or trainers** to school and have a pair of **plimsolls or trainers** to change into indoors
- In the summer months girls may wear a red/white gingham pinafore

Whilst we realise that other garments are available, we strongly recommend that children wear the official badged school sweatshirt or cardigan. All garments can be ordered online at:

<https://www.border-embroideries.co.uk/catalogsearch/result/?q=walkerburn>

Please ensure children are sent to school with a suitable outdoor jacket - no matter what the weather is like when they leave home!

### **ALL ITEMS OF CLOTHING SHOULD BEAR THE CHILD'S FULL NAME & CLASS**

The wearing of inappropriate items of clothing, e.g. fashion items, jeans, football shirts, hoodies and unsuitable footwear is not allowed. For safety reasons, pupils should not wear high heels, bulky rings or dangling or hoop earrings. The wearing of jewellery is not permitted during P.E. lessons and discouraged at other times. The wearing of make-up is discouraged.

Scottish Borders Council can offer families assistance towards the purchase of school clothing, subject to certain criteria. Find out more about help with school wear at:

[https://www.scotborders.gov.uk/info/20040/clothing\\_meals\\_and\\_transport/480/free\\_school\\_meals\\_and\\_clothing\\_grant](https://www.scotborders.gov.uk/info/20040/clothing_meals_and_transport/480/free_school_meals_and_clothing_grant)

or ask for details from the school office.

### **SAFE ROUTES TO SCHOOL**

As part of our Safer Routes to School initiative the co-operation of parents in the following areas are requested in the interests of safety for all concerned:

- Children should walk to school wherever possible.
- Parking and drop-off outside the school on the yellow zigzag lines is not permitted.
- If it is necessary for you to drive your child to school, please park well away from the school and walk the rest of the journey
- Only staff cars will be permitted to enter the school grounds.

### **SECURITY**

In order to make our school as secure as possible children only should use the pupil entrance points at 8.40am, 10.45am or 1.00pm. At all other times parents, pupils and visitors must enter via the main door where a security system is in place. Visitors and parent helpers must 'sign in' at the school office and wear an identity badge while within the school building.

### **SCHOOL MEALS**

School meals are available at £2.10 (P.4-7), free (All P.1-3) for a two-course meal with the choice of two traditional dishes, or soup and sandwich option plus a drink of either water or milk. On Fridays a Brunch is offered, with tasty hot snacks as well as drinks and desserts. All food is cooked fresh at St. Ronan's and brought into school. Provision is also made in the dining hall area for the eating of packed lunches. No glass bottles or fizzy drink cans should be brought to school and we encourage you to provide your child with a healthy packed lunch if this option is taken.

All School Meals are now booked online through a system called ParentPay. All pupils are automatically added to the system on attendance to School. Parents / Carers receive activation codes for their children which then allows them to select and book future lunches. Any queries regarding ParentPay should be referred to the School Office. Free meals are available for P.4-7 pupils, provided application is made to Scottish Borders Council and permission is granted. Application forms may be obtained from the school office or via our website [https://www.scotborders.gov.uk/info/20040/clothing\\_meals\\_and\\_transport/480/free\\_school\\_meals\\_and\\_clothing\\_grant](https://www.scotborders.gov.uk/info/20040/clothing_meals_and_transport/480/free_school_meals_and_clothing_grant)

### **EMERGENCY CLOSURES**

In the event of an emergency closure e.g. due to severe weather, Radio Borders will broadcast information on school closures and the Groupcall text system will be utilised. Pupils who reside within the town will remain in school until the end of the school day unless collected earlier by a parent. N.B. *It is the parent's responsibility to ensure the safety of their children walking to and from school. If you feel that your child should not walk home alone in bad weather from the drop-off point or from school, it will be your responsibility to meet him/her.*

Pupils travelling in the contracted school transport should be made aware of their special arrangements. Parents must ensure that the school and the children know the address to which pupils must go at such times.

### **HOLIDAYS DURING TERM TIME**

Taking family holidays during the school term is disruptive to your own child's education as well as having an impact on the other pupils in the class and the teachers. Parents should do everything possible to take their holidays during the designated school holiday dates and only in very exceptional circumstances consider taking holidays during term time. Parents are asked to accommodate this request in the interest of their own children and the smooth running of the school. Time off school for family holidays is recorded as an "unauthorised family holiday."

### **AFTER SCHOOL CLUBS**

An art and craft club, Sticky Fingers, runs on a Thursday for P.4-7 children after school. A range of sports activities are provided by Active Schools over the course of the school year.

## Working Together – Parental Involvement

At Wakerburn, we greatly value and encourage the active involvement of all parents and carers in the life of the school. We recognise that parents play a key role in supporting their children's learning and provide a number of opportunities to help with this.

### **PARENT COUNCIL**

Children spend only 15% of their time at school, so parents are as vital to good education as the school is. The Parent Council is one way for parents to be involved in their children's education. The Parent Council's role is to:

- support the school and its work
- represent the views of all parents
- encourage links between the school, parents, all children and the community -feedback information to parents.

All parents are invited to attend Parent Council meetings (see newsletter and school website for dates), and to put items on the agenda.

### **PARENT EVENINGS**

This is an opportunity for all parents to consult with class teacher in November and March. During the course of the year, we also hold "Sharing Our Learning" open events for parents and carers to see and hear about what the children have been learning.

### **REPORTING THROUGH LEARNING JOURNALS**

We report to parents on children's progress on a regular basis using online Learning Journals. This is 'real-time' reporting at the time of pupil's learning. Full details are available in a separate leaflet.

### **PARENT HELPERS**

We encourage parent helpers to be involved in the life of the school, whether it be to help in the classroom or for special activities, trips, etc. Parents who are interested in helping should obtain the relevant form from the school office. Those who help on a regular basis will be required to be a member of the Protecting Vulnerable Groups (PVG) scheme.

## **Working Together - Pupil Involvement**

We aim to involve pupils as much as possible in planning for their own learning, reviewing progress and in the wider work of the school. As a school we believe there is great value in providing leadership roles for all pupils. We regularly consult the pupils on their thoughts and wishes for the school. We are always developing pupil involvement in all areas of school life as part of our School Improvement Plan.

### **PUPIL COUNCIL**

The Pupil Council operates within class where the children's views are sought and they take forward School Improvements.

### **HOUSE SYSTEM**

All pupils are allocated to one of the following Houses - Caberston (red), Plora (blue), Priesthope (yellow). House captains are elected from P.7. Friendly competition is encouraged between houses within the classroom. We try to place siblings in the same House whenever possible.

### **ECO SCHOOL**

As an Eco School, we meet regularly to ensure the school becomes ever-more eco-friendly.

### **JRSOs**

Two senior pupils are elected as JRSOs (Junior Road Safety Officers) and have responsibility for highlighting safe practices on routes to school.

# Life at Walkerburn

At Walkerburn we are proud of our warm, welcoming and family ethos.

## **PROMOTING RESPECTFUL RELATIONSHIPS**

In striving to attain the Rights Respecting School Award we will endeavour to embed the articles from the United Nations Convention on the Rights of the Child in to all aspects of school life and beyond.

**In our whole school approach to promoting positive behaviour, we follow a set of Golden Rules. These underpin all of the choices and decisions made by everyone in our school. They are more like a set of moral values than a set of rules and emphasise the positive.**

### Golden Rules

Do be kind and helpful - **Don't hurt people's feelings**

**Do be gentle** - Don't hurt anyone

**Do listen** - Don't interrupt

**Do work hard** - Don't waste your or other people's time

**Do be honest** - Don't cover up the truth

**Do look after property** - Don't waste or damage things

**Do remember good manners**

All staff try to focus on promoting and rewarding positive behaviour although pupils and parents are involved when inappropriate behaviour occurs.

- Pupil achievement is celebrated at our weekly assemblies on Friday mornings.
- Pupils are divided into 3 Houses and pupils who behave extra well are rewarded by receiving House points.
- Each month the House who has gained the most points receives a reward.

## **CELEBRATING ACHIEVEMENTS**

We regularly recognise and celebrate the achievements of pupils and staff. This is done in a variety of ways, for example:

- Achievements are displayed on the wall
- Sharing through Pupil Learning Journals
- Assembly awards
- Stickers and stars
- Positive comments (verbal and written)
- Certificates sent home
- Showing a piece of work to the Leadership Team or another member of staff
- End of Year Prize-giving

Awards are not only for academic achievement but also for diligence, attitude and helping others etc. It is our belief that by recognising achievement we raise self-esteem; by raising self-esteem the quality of teaching and learning also rises.

## **NURSERY**

The Nursery provides an exciting and stimulating environment which provides early learning and childcare for children from the age of three. We have space for 12 children for full days places. We provide full day early learning and childcare. A separate Handbook relating to the Nursery is available from the school office.

## **PARTNERSHIPS WITH FAITH COMMUNITIES**

At Walkerburn we link with the minister and community of Innerleithen, Walkerburn & Traquair Church of Scotland. This includes visits, assembly and religious observance input, chaplain visits to classes and support with the curriculum. Section 9 of the Education (Scotland) Act 1980 give parents the right to withdraw their children from religious education and observance. Should you wish to do this, please contact the Headteacher.

## **CALENDAR OF REGULAR EVENTS**

<b>August</b>	JRSO Conference	<b>February</b>	Poetry Competition
<b>September</b>	Harvest Lunch	<b>March</b>	
<b>October</b>		<b>April</b>	
<b>November</b>		<b>May</b>	Countryside Day (P5)
<b>December</b>	Christmas Show	<b>June</b>	Summer Festival events
<b>January</b>	Burns Poetry Competition		

## Health and Wellbeing

As a health promoting school, the health and wellbeing of all learners, staff and others using the school is of prime importance. As well as a programme of teaching and learning in Health and Wellbeing, we try to build health promotion into the ethos and life of the school. Some of the things we do to promote good health are:

- Giving praise and rewards for good work and good behaviour
- Chilled, filtered drinking water available
- School lunches: cooked at St Ronan's and delivered each day - delicious and nutritious!
- Physical Education - two hours PE for every P.1-7 class every week
- Swimming - every child P.4-7 has 6 lessons during the year

### RESPECTFUL RELATIONSHIPS POLICY

This is the Scottish Borders Council anti-bullying policy and is designed to support the development of respectful relationships within all learning settings for children and young people aged 3-18 in the Scottish Borders. The policy provides guidance to staff, parents, and children and young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

### MEDICAL CARE

Minor injuries such as bruises or abrasions are treated in school by auxiliaries or the first aider. Where professional medical treatment is considered necessary, or when a child is thought to be unfit to complete the school day, parents will be informed (normally by telephone) and asked to collect the child from school.

It is important that an emergency telephone number is lodged with the school and that the school is informed if the identified number has to be changed.

If the emergency contact cannot be reached, the Headteacher or promoted staff will see that the child is taken for medical help or cared for in school, and parents told as soon as possible.

### MEDICAL EXAMINATIONS

Medical screening is undertaken at various points during every child's time at school. Parental permission is always sought. Selective medical examinations are conducted on entry at P.1. Parents are advised of this in advance and are invited to be present during the examination of their child. In addition, periodical checks are made on cleanliness, dental care and hearing. It is the parent's responsibility to inform the school of any special medical condition or requirement relating to their child.

### PRESCRIBED MEDICATION

There is no legal or contractual duty on school staff to administer medication and supervise the pupils taking it. If it is agreed by the Headteacher to take on this responsibility it is purely on a voluntary basis. It is only permissible to give pupils prescribed and / or complex medication. We are unable to administer non prescribed medication.

When a pupil is in receipt of prescribed medication it is helpful in the first instance to consider whether or not it is necessary for the medication to be taken during the school day. This requires parents planning the administration of the child's medication to be done in out-of-school hours and includes making arrangements for the child to return home at lunch times where possible.

Where this is not possible and schools are asked to administer prescribed medication, the following procedures should operate:

- All prescribed medication should be accompanied by clear, written, signed instructions from parent/guardian on the form "Request for the School to Give Prescribed Medication" which includes dose, frequency, and duration of course and date prescribed. These details and the pupil's name should be clearly marked on the medication container.
- All prescribed medication, in the smallest practical amounts should be brought to the school by the parent/carer and should be delivered personally to the Headteacher or designated member of staff.
- The renewal of any medication, which has passed its expiry date, is the responsibility of the parent. The school will contact parents/guardian if medication remains uncollected.
- Where any change in medication occurs, clear written instructions from parents/guardian should be provided for school staff.
- All information regarding medication will expire at the end of each school session. If the administration of medication is to continue all relevant information must be confirmed in writing at the commencement of the new session.
- A written record will be kept on the appropriate form indicating administration of all prescribed medication to pupils. This record will be kept together with the instruction, checked on every occasion and completed by the member of staff administering the medication.
- The record should give the date and time of administration, the name of the medicine, the dosage, the name of the pupil and the name of the staff member.

# Our Curriculum

The curriculum is made up of four key aspects:

## **The ethos and life of the school as a community**

- A positive climate of respect and trust is established within the school based on the vision and shared values of the school
- Children are encouraged to contribute to the life of the school to take on responsibilities.

## **Experiences and outcomes**

- The 8 curriculum areas, Languages, Mathematics, Expressive Arts, Religious and Moral Education, Sciences, Social Studies, Technologies and Health and Wellbeing

## **Interdisciplinary learning**

- Projects or longer courses of study link experiences and outcomes from more than one curriculum area.

## **Personal achievement**

- Opportunities to achieve out with the classroom

All of the above support the development of The Four Capacities to enable children to become:

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

Our programmes of study are organised in line with Curriculum for Excellence. The main areas of the curriculum are as follows:

**MATHEMATICS:** This covers Numeracy & Mathematics and is composed of - Information Handling, Number, Money, Measurement, Shape Position & Movement

**LANGUAGES:** Within the contexts of Literacy & English and Modern Languages we cover Listening & Talking, Reading and Writing. French is the modern language offered to Primary 6 and 7 pupils in this school.

**SOCIAL STUDIES:** This is composed of - People, Past Events & Society, People, Place and Environment and People in Society, Economy & Business.

**SCIENCES:** Planet Earth, Biological Systems, Forces, Electricity & Waves and Materials

**EXPRESSIVE ARTS:** This is composed of - Art & Design, Drama, Music and Dance.

**RELIGIOUS AND MORAL EDUCATION:** This is composed of - Christianity, World Religions selected for study and Development of Beliefs & Values. The school holds six religious observance assemblies per year. Section 9 of the Education (Scotland) Act 1980 give parents the right to withdraw their children from religious education and observance. Should you wish to do this, please contact the Headteacher.

**HEALTH AND WELLBEING:** Mental, Emotional, Social & Physical Wellbeing, PE, Physical Activity & Sport, Planning for Choices & Changes, Food & Health, Substance Misuse and Relationships, Sexual Health and Parenthood.

**TECHNOLOGIES:** Technological developments in society and ICT to enhance learning. Contexts include: Business, Computing Science, Food & Textiles and Craft, Design, Engineering & Graphics.

The path most children are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Level	Stage
Early	The pre-school years (nursery) and P.1 or later for some
First	To the end of P.4, but earlier or later for some
Second	To the end of P.7, but earlier or later for some

### **MORE INFORMATION**

Parents can find out more information about the curriculum at school level during various curriculum workshops and leaflets that are provided by the school. You can find more information on our curriculum through our website: <http://walkerburnprimary.org.uk/>

National curriculum information can be found at: [www.educationscotland.gov.uk/parentzone/](http://www.educationscotland.gov.uk/parentzone/)

### **LEARNING AND TEACHING**

At Walkerburn we aim to make teaching and learning engaging and active for all learners. We set challenging goals for learners, always share learning intentions and success criteria and aim to give timely, accurate feedback. We recognise that learners progress at different rates and provide opportunities for them to have a variety of experiences. In learning activities we strive to give learners choices in what and how they learn whenever possible. We give learners the opportunity to be involved in planning and reviewing their own learning.

### **ASSESSMENT**

The key purpose of assessment is to support learning. Assessment also:

- contributes to planning the next steps of learning
- provides a summary of what learners have achieved
- informs future improvements in learning and teaching
- give assurance to parents, learners and others

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- knowledge and understanding
- skills
- attributes and capabilities

Assessment is made up of a variety of approaches including classroom based activities as well as summative assessment. These approaches will provide information about what learners say, write, make or do to demonstrate their learning. This will evidence each learner's achievements and enable staff to identify strengths and next steps. Our assessment approaches have clear links to Assessment is for Learning.

### **EDUCATIONAL VISITS**

As part of their education, field trips and visits are arranged for classes to support and enhance learning. The venues are chosen to complement the curriculum. In general, the younger pupils will make visits within the town or local area and the older children will gradually be taken further afield. We greatly value the outdoors and wider community as a learning environment and request that parents give permission at the start of the year for their child to go out of school for all trips within the immediate area. Currently we also offer the P.7 pupils the opportunity to take part in a residential experience, but this is dependent upon the availability of staff.

### **HOME LEARNING AND HOMEWORK**

There is no doubt that children do their best when their parents are interested in their school work and involved in the life of the school. We greatly value and acknowledge the learning opportunities that parents provide for their children. Homework gives an opportunity to give additional practice and consolidate learning across the curriculum, particularly literacy and numeracy.

## Arrangement of Classes

### **CLASS COMPOSITION**

Primary schools work within recommended maximum class sizes which are:

Primary 1	up to 25 pupils
Primaries 2 - 3	up to 30 pupils
Primaries 4 - 7	up to 33 pupils
Composite classes	up to 25 pupils

The number of teachers in any school is worked out in relation to the total school roll, not on numbers at any given year group stage. An agreed formula determines the number of full time equivalent staff appointed to a particular school. Working within the class size recommendations, the Headteacher decides on the best possible structure of classes and on the pupils allocated to them.

The physical size of a classroom or bay will dictate the number of pupils it holds and class numbers may have to be restricted. This is also the case when specialist equipment and aids are required in a classroom.

### **COMPOSITE CLASSES**

At Walkerburn, we currently have one P.1-7 class.

A composite class is one where children from two or more year stages are grouped together according to specific criteria. In Scottish Borders Council over 90% of our schools, rural and town based, have one or more composite classes.

Teachers are trained to work with mixed ability classes whether in a straight year group or in a composite class. In all primary classes there are wide ranges of abilities and all children will learn in different ways, responding to a variety of methods and resources. Teachers are well able to adapt to the different needs in any class and will plan accordingly.

The Headteacher will arrange classes by following SBC policy.

## Transitions

Before children are due to start in our Nursery, visits are arranged for children and parents and a parents' information meeting is also held (June).

Transition arrangements from Nursery-P.1 include staff meetings, sharing of information and parent and pupil visits to P.1. A parents' information meeting is also held in June.

As children move from stage to stage, transition arrangements are also in place to ensure pupils' learning experiences continue successfully from class to class and that their particular needs are understood by all staff involved.

Pupils normally transfer to Peebles High School at the end of P.7. Throughout the P.7 year there is a series of transition activities, including visits to PHS and visits to Walkerburn from PHS staff. As parents you will be invited to a meeting with PHS staff prior to transfer.

### Secondary School

At the end of their time at Walkerburn pupils transfer to Peebles High School.

Rector: Mr Campbell Wilson  
Peebles High School  
Springwood Road  
Peebles EH45 9HB  
Email: [enquiries.peebleshs@scotborders.gov.uk](mailto:enquiries.peebleshs@scotborders.gov.uk)  
Tel: 01721 720291  
Website: [www.peebleshighschool.co.uk](http://www.peebleshighschool.co.uk)

## Support for Pupils

### GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

Getting it Right For Every Child (GIRFEC) is the National approach ensures that anyone providing support puts your child at the centre. Practitioners work together to support you and your child and where appropriate, take early action at the first signs of any difficulty. This means working across organisational boundaries putting your child and you at the heart of decision making, giving all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are being encouraged to:

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014. The multi-agency approach of the Scottish Borders is to phase in this implementation. If you would like any further information please get in touch.

### **MEETING PUPILS' NEEDS**

At Walkerburn we aim to support all children in their learning. The Class Teacher has responsibility for meeting the needs of the children in his or her class. The staff team works together to ensure that all needs are met and any support that is required is planned and carried out effectively. This includes consultation with parents when necessary.

A Learning Support Teacher works in school on a part-time basis to assist pupils who may, for whatever reason, need additional support for learning. The Learning Support Teacher has five areas of responsibility:

- 1) Consulting with the staff team
- 2) Co-operative teaching
- 3) Liaising with outside agencies
- 4) Staff development
- 5) Direct tuition

Pupils who have additional needs may be given support in the class situation or may work in another space, whichever is deemed to be of most benefit to the child. Parents will be invited to discuss this support with the teacher and promoted staff before any formal input begins, but all parents are welcome to approach the Headteacher at any time if they feel that such assistance would benefit their child.

We are also very fortunate to have a team of additional needs assistants working across the school to directly support pupils.

We regularly work with other professionals who support staff and pupils. These include the Educational Psychologist, Behaviour Support Teacher, Social Work, Occupational Therapist, Speech and Language Therapist, Health Visitor, School Nurse, Dental Health, etc.

### **ADDITIONAL SUPPORT NEEDS**

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

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

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

A child/young person's needs may last for a short time, and the problem may be resolved easily. Or their needs might be very complex, and they may require additional support for a number of years. If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided.

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

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

The statutory framework for Additional Support for Learning is the Education [Additional Support For Learning] [Scotland] Acts 2004 and 2009. A good place to find independent information is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at [www.enquire.org.uk](http://www.enquire.org.uk), or ring them on 0845 123 2303.

### **EDUCATIONAL PSYCHOLOGY SERVICE**

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing. We provide advice and training to school staff on how children learn, and advise on ways to help children who require support. If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported. If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Headteacher will be able to advise you about when the EPS may be able to help. Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school.

Please see [www.scotborders.gov.uk/EPS](http://www.scotborders.gov.uk/EPS)

### **CHILDREN & FAMILY MULT-AGENCY SUPPORT**

Some children at different points in their school careers may be facing issues and circumstances that make it difficult to learn effectively. Our approach aims to help children who need some extra support to perform better at school or to support their wider care and welfare needs. We aim to help children to do well through offering support from everyone involved with the child. We strive for excellent communication and joint planning between home, school and other agencies working on behalf of children. Through our partner agencies we have access to different ideas, support and resources. Parents of children being referred to other agencies for support will be kept fully informed at all stages of this process.

### **CHILD PROTECTION**

All SBC schools and their staff are required to follow the Scottish Borders Child Protection Committee's Inter-agency child protection guidelines and procedures.

The Child Protection Guidelines are online:

[www.scotborders.gov.uk/childprotection](http://www.scotborders.gov.uk/childprotection)

- then click on Child Protection Committee
- then click on Access the Guidelines now
- then click on The Guidelines

A key element in the procedures is that if a member of staff in a school is made aware of a concern (usually through a statement made by a child) of an issue that could have child protection implications, the member of staff has no option but to refer to the Child Protection Unit - 01896 662762. The Children (Scotland) Act 1995 states that the welfare of the child is paramount and this must always be the sole consideration for the school.

In making a referral staff will not be making any judgement on the strength or truth of the child's statement but must follow procedures to support pupils and staff. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities.

The child's parents or carer will always be informed as soon as possible about such disclosures and any action resulting from this. Keeping parents informed may not always be undertaken by school staff and could involve other organisations, such as social work staff or the police.

If the child protection issue is taken further, school staff will work with families to support children through the process. The school Child Protection Co-ordinator is Miss J. Lister who can be contacted to discuss any concerns that may arise. Alternatively, contact the Headteacher, Mr Belleville.

## School Self Evaluation & Improvement

At Walkerburn we are committed to continually improving the outcomes for our learners, their families and the wider community. We regularly self-evaluate to see how well we are doing and to help plan our next steps. We involve learners, staff and parents<sup>1</sup> in the process in a variety of ways, for example: curriculum workshops, working groups, discussion and reference groups, monitoring learning, surveys and questionnaires, Parent Council and Parent Teacher Association, parents' nights and other formal/informal meetings.

Every year, the school produces two key documents that guide our self-evaluation and next steps:

- School Improvement Report (evaluation of last session's work & proposed next steps)
- School Improvement Plan (the plan of our improvement priorities for this session)

We send out a summary of both documents which are designed to give parents and our partners and stakeholders information on our review of last session and our main priorities for the year ahead. Parents and members of the community are encouraged to become involved in these improvement priorities through the Parent Council / Parent Forum or by watching out for opportunities that are advertised in the School Newsletter.

## Data Policies

### DATA POLICY

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

### DATA PROTECTION RIGHTS

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

**Concerns** If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

**Want More Information?** Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>

<h2 style="margin: 0;">Tweeddale Schools</h2> <h3 style="margin: 0;">Term and Holiday Dates 2018/19</h3>
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#### Autumn Term

Pupils start	Tuesday 21 August 2018
Last day of term	Thursday 4 October 2018
<b>Autumn Holidays</b>	<b>Friday 5 October to Friday 12 October 2018 inclusive</b>

#### Winter Term

Start	Monday 15 October 2018
In service day	Thursday 8 November 2018
In service day	Friday 9 November 2018
Holiday	Monday 3 December 2018 (St. Andrew's Day holiday)
Last day of term	Friday 21 December 2018
<b>Christmas Holidays</b>	<b>Monday 24 December 2018 to Friday 4 January 2019 inclusive</b>

#### Spring Term

Start	Monday 7 January 2019
In service day	Friday 15 February 2019
<b>February Holidays</b>	<b>Monday 18 February to Wednesday 20 February 2019 inclusive</b>
Start	Thursday 21 February 2019
Last day of term	Friday 29 March 2019
<b>April Holidays</b>	<b>Monday 1 April to Friday 12 April 2019 inclusive</b>

#### Summer Term

Start	Monday 15 April 2019
Holiday	Friday 19 April 2019 (Good Friday holiday)
In service day	Friday 3 May 2019
Holiday	Monday 6 May 2019 (May Day holiday)
Last day of term	Tuesday 2 July 2019
<b>Summer Holidays</b>	<b>Wednesday 3 July to Monday 19 August 2019 inclusive</b>
Re-open	Tuesday 20 August 2019

# Walkerburn Primary School Staff 2018/19

<u>Leadership Team</u>	
Headteacher	Mr K. J. Belleville
Depute Headteachers	Miss J. Lister
	Mrs D. Taylor
<u>Nursery</u>	
Early Years Officer	Vacant
Early Years Practitioners	Mrs A. Aird
	Mrs V. Mack
	Mrs A. Brown
<u>Class Teacher</u>	
P.1-7	Mr B. Dean
<u>Support for Learning</u>	
Support for Learning Teacher	Vacant
Additional Needs Assistants	Mrs A. Brown
	Mrs J. Hardie
	Miss D. Hutcheson
Classroom Assistant	Mrs A. Brown
Quality Improvement Officer	Mrs S. Shorthouse (HQ)
<u>Office Staff</u>	
Primary School Administrator	Miss H. Shepherd
Playground Supervisors	Miss H. Shepherd
	Mrs A. Brown
Dining Room Supervisor	Miss H. Shepherd
Janitor	Mr S. O'Hara (half day)
<u>Curriculum Support Teachers</u>	
PE Teacher	Mr D. Paton
Music Teacher	Mr V. Fleischfresser (Mon)
Art Teacher	Mrs I. Finnie (Thu)
<u>Kitchen and Cleaning Staff</u>	
Kitchen Assistant	Mrs E. Robertson
Cleaner	Mrs C. Zokas
<u>Other Staff Associated with the School</u>	
Educational Psychologist	Mr I. Sargison (HQ/Peebles)
School Nurse	Mrs J. Haley, Mrs C. Macdonald, (Haylodge)
Occupational Therapist	Mrs N. Anderson
Speech & Language Therapist	Mrs R. Isherwood (Haylodge)
Health Visitor	J. Lawrie (St. Ronan's Health Centre)
Police	PC L. Harper (Peebles)
	PC C. Burnside (Peebles)

## Index

<i>Page</i>	<i>Subject</i>	<i>Page</i>	<i>Subject</i>
7	Absence from school	15	Medical care
22	Additional Support Needs	15	Medical examinations
20	Arrangement of Classes	22	Meeting pupils' needs
18	Assessment	13	Nursery
8	Before and after school	8	Nursery Day
14	Calendar of events	5	Our School - Inside and Out
		10	After School Clubs
13	Celebrating achievements	11	Parent Partnership
23	Child Protection	11	Parent Evenings
23	Children & Family Multi Agency Support	11	Parent Helpers
20	Class composition	11	Parent Council
12	Class Councils	14	Partnership with faith communities
6	Communication	15	Prescribed medication
		13	Promoting positive behaviour
20	Composite classes	11	Reporting
7	Concerns and complaints	15	Respectful relationships
6	Contacting Us	9	Safe routes to school
3	Contents	12	Pupil Council
17	Curriculum	8	School Day
25	Data Policies	9	School meals
25	Data Policy	25	School self-evaluation and improvement
25	Data Protection Rights	27	School term and holiday dates 2018/19
12	Eco School	6	School Visits - new and prospective parents
19	Educational visits	9	Security
10	Emergency closures	28	Staff List 2017/18
10	Enrichment activities	21	Support for Pupils
6	Enrolment arrangements	21	Transitions
8	Essential Information	8	Uniform and clothing
8	Essential items for school	4	Vision, Values and Aims
21	GIRFEC	11	Working Together - Parental Involvement
2	Headteacher's Welcome	12	Working Together - Pupil Involvement
15	Health and Wellbeing		
10	Holidays during term time		
19	Home Learning and Homework		
12	House System		
30	Index		
12	Junior Road Safety Officers		
18	Learning and teaching		
13	Life at Walkerburn		