WELCOME TO DANDERHALL PRIMARY SCHOOL

This booklet attempts to set out some general information for parents about the school - its staff, its organisation, the curriculum it offers, its policies, its aims and objectives etc.

A booklet however is no substitute for personal contact between teaching staff and parents. Therefore it is our hope that you will take an active interest in the school and its activities as well as in your child’s development and welfare. The education of your child is a partnership between home and school, therefore close cooperation, mutual understanding and communication is vital if your child is to benefit fully.

You may visit the school at any time, although if you wish to discuss some important matter with the Headteacher or class teacher, it would be more convenient if you first arranged an appointment.

DANDERHALL PRIMARY SCHOOL
59 EDMONSTONE ROAD
DANDERHALL
MIDLOTHIAN
EH22 1QL

Telephone No. 0131-271 4585

School email address danderhall.ps@midlothian.gov.uk

Website address http://www.danderhall.mgfl.net

Twitter @DanderhallPS

Divisional Education Office
Midlothian Council
Fairfield House
8 Lothian Road
Dalkeith
EH22 3ZG

Updated: 23/08/16
DANDERHALL PRIMARY SCHOOL

Vision and Values

[Image of a circle with the words Danderhall Primary School in the center, surrounded by the words Honest, Happy, Healthy, Individually, Achieving, Learning, Caring, More, Together, Respectful, Inclusive.]
Aims

Curriculum and Courses
To offer a stimulating and varied curriculum with breadth and balance, providing inclusive learning for all.

Attainment
To encourage each individual to realise their full potential through the promotion and recognition of achievement.

Learning and Teaching
To promote the development of learning and teaching to ensure a quality curriculum which motivates children to become responsible learners.

Ethos
To foster positive relationships between school, home and community by providing a welcoming environment and promoting an ethos of achievement and high expectations.

Support for pupils
To provide effective support which enables all young people to achieve their full potential.

Resources
To utilise resources effectively and support members of staff in the development of their skills and professionalism.

Management, leadership and quality assurance
To ensure, through effective leadership and direction, whole school participation in school self-evaluation, policy making and development planning.
Danderhall Primary has been in existence in its present building since 1959, the school having originally been situated in Newton.

The school has a roll of 243 pupils and 10 full time members of teaching staff, complemented by visiting specialist staff. We also have a Nursery Class in school supervised by 1 teacher and 2 Child Care Development Workers.

In school we do not forget that the pupils we teach are your children and we welcome the participation of parents in the life of the school.

Our aim is to keep you in touch with current educational trends and teaching methods whilst at the same time we look forward to hearing your views.

The school is non-denominational, co-educational and covers the stages Nursery, Primary 1 to Primary 7.

**Letting Procedure**

Applications for the use of the school premises should be made on the standard forms available from the Department of Education. Applications for the hire of accommodation for single occasions should be made not later than two weeks before the date on which the accommodation is required.

**The School Day**

**MONDAY-THURSDAY**

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**Arrangements for Parents Offered or Seeking a Place in School to Visit the School**

The Headteacher would be pleased to meet parents at the beginning of the school day or term. Otherwise a telephone call to the school to arrange a time to meet the Headteacher would be appropriate.

Telephone No. 0131-271 4585
### Teaching Staff

**Headteacher**  Mrs J Ramage  
**DHT**  Mrs M McIlreavy  
**Principal Teacher**  Mrs J Mouat  

**Class Teachers**  
- Miss K Asut  
- Mrs M Barratt  
- Miss A Brien  
- Mrs E Cannon  
- Mr D Halliday  
- Mrs S Holligan  
- Ms M Kersh  
- Miss C Kirkpatrick  
- Mrs J Mouat  
- Mrs G Russell  
- Mrs A Willis  

### Specialist Teachers

**Learning Support**  Mrs M Barratt  
**Music**  Mrs C O’Connor  
**Brass**  Mr A Phillip  
**PE**  Mrs L Blacklaws  

### Support Staff

**Secretary**  Miss J Burness  
**Office Support Assistant**  Mrs G Scott  

**Classroom Assistants**  
- Mrs L Baxter  
- Mrs G Cassidy  
- Mrs H Prentice  
- Mrs D Trichardt  
- Mrs A Taylor  

**Nursery:**  
**Senior Child Care Development Worker:**  Miss E Duff  
**Child Care Development Workers:**  
- Mrs C Herriot  
- Ms M Lombardo  
- Miss L Smith  
- Ms Swanson  

**Janitor**  Mr G McLellan  
**Cook**  Mrs H Dempsey  
**Diningroom Supervisor**  Mrs A Taylor  
**School Chaplains**  
- Mr D Starling  

**Health Visitor**  Mrs N Price  

Updated: 23/08/16
**Curriculum at Danderhall**

**Primary**

The areas of the curriculum include Literacy and English, Numeracy and Mathematics, Health and Wellbeing, Social Studies, Sciences, Religious and Moral Education, Expressive Arts, Technologies and Modern Languages.

**Literacy and English**

The teaching of Literacy and English in the Primary School is a continuous process. It involves an integrated programme of listening, speaking, writing and reading. Skills are also developed and practised across other areas of the curriculum.

Early reading material is based on the child's own natural language and each child progresses through an individual reading programme incorporating real books and a core scheme. Pupils are taught to read using a combination of phonics/word building and sight vocabulary. Linked to this programme is the child's writing combined with speaking and listening.

Children pursue a graded reading programme which includes appropriate fiction and non-fiction material. The child learns skills of comprehension and reference, sequencing, prediction, listening and reading to select and evaluate information. The necessary skills of spelling, punctuation and sentence structure are taught at a level appropriate to the child's needs.

Continuous writing forms an important part of the child's language development. The child progresses from writing simple stories about personal experience, to writing which includes the experience of others and then to higher levels of abstraction.

Opportunities are given to develop oral skills in reporting, explaining, describing and role-playing as well as other drama activities.

**Numeracy and Mathematics**

The development of numeracy and mathematics is through activity. At the Infant Stage the concept of number bonds and place value is established by much practical activity and experience. Progress is made according to the child's development.

Development through activity continues in the later stages where the approach to computation is realistically based on the pupils' requirements in daily life. Problem solving is a major part of the course.
The core programme is Midlothian Understanding Numeracy Programme support by Scottish Heinemann Maths.

**Health and Wellbeing**

Health Education is an integral part of the curriculum. It covers Mental, Emotional, Social and Physical wellbeing, including physical activity and sport and planning for choices and changes.

Sex Education is taught in P6 and P7 and at these stages pupils also participate in 'Keeping Myself Safe', a personal safety programme. Parents will be informed in advance of the programmes and given the opportunity to view the resources. On a two yearly cycle pupils will experience Drug Education and the RESPECT Programme, promoting positive relationships.

A swimming programme operates for pupils in Primary 4 where they attend a swimming pool of a neighbouring school.

**Social Studies**

This is a primary school activity of the highest value both in its own right and as a vehicle for learning in other areas of the curriculum. Emphasis is placed on starting with aspects which are local and within reach and the experience of pupils, so that their learning can spring from concrete experience and proceed to the understanding of other environments and contexts.

In our approach we encourage and emphasise knowledge of,
- People, past events and societies
- People, place and environments
- People, society, economy and business

Concepts and ideas are developed as well as skills such as - observation, recording, identification and comparison.

All classes are given the opportunity of suitable and frequent outdoor experience. Pupils are encouraged to attend School Camp in p5, p6 & p7.

**Sciences**

Through learning in the Sciences children and young people develop their interest in and understanding of the living, material and physical world. They engage in a wide range of collaborative, investigative tasks which allows them to develop important skills to become creative, inventive and enterprising adults.

Sciences include
- Planet earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science
Expressive Arts

Expressive arts which include art, music, dance and drama form an important part of the school programme and are integrated with other aspects of the curriculum. Where possible, specialist teachers visit the school and liaise with the class teacher in providing an enriching experience and appreciation of the learning of the aesthetic subjects. Brass instrumental instruction is given to individuals who show an aptitude for music. Pupils are tested at P5 when vacancies occur. All pupils in p5 start to learn to play the recorder.

Technologies

Through our Technologies programme children gain the skills and confidence to embrace and use technologies now and in the future, at home, in the work place and in the wider community.

Technology includes
- Development in society
- Business contexts
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Our Computer Suite has 15 workstations and an interactive whiteboard for teaching skills to the whole class. Most classrooms have 2 computers to practise/develop other curricular areas and skills as well as an interactive whiteboard.

Extra-curricular Activities

The school benefits from a wide variety of lunch or after school clubs which pupils are invited to attend. Clubs offered by staff and partner agencies may include among others - athletics, basketball, rugby, netball, Scottish dancing, art, gardening and cookery.

The Nursery

The nursery class operates two sessions. The morning and afternoon sessions each accommodate 30 children. The nursery encourages parents to become involved in their child’s education. Parents are welcomed into the nursery class and encouraged to help in any way possible. The children are provided with a stimulating and challenging environment in which they can learn through practical activity. They also learn from each other through discussion in a shared task or problem. The links between the nursery and the infant department ensure a smooth transition for new entrants to the primary one class.

Nursery Pupil Profiles contain evidence of pupil progress and experiences and are an important
part of the transition process when children move on to Primary One.

**Methods Used**

Learning in the school promotes active participation and is based on a range of strategies, including investigating, problem-solving, cooperative learning, in addition to exposition by the teacher (or “direct teaching methods”). Learning is supported by a wide range of resources. Each child will be assessed to determine his or her levels of work. Group and individual methods will form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child.

**Homework Policy**

**Parents and Homework**

1. Most parents in Danderhall feel that their children should have regular homework.
2. Parents should ensure that the child has somewhere quiet to complete his/her homework.
3. Parents should encourage the pupils to complete the work to an acceptable standard of presentation.
4. Parents should encourage the children to work independently and should not correct errors.
5. Parents should sign completed homework.

Regular homework will consist of

- **P1** Reading
- **P2** Reading  Spelling (where Appropriate)
- **P3** Reading  Spelling  Tables/Maths
- **P4** Reading  Spelling  Tables/Maths  Social Studies Task
- **P5** Reading  Spelling  Tables/Maths  Social Studies Task, Research
- **P6** Reading  Spelling  Tables/Maths  Social Studies Task, Research
- **P7** Reading  Spelling  Tables/Maths  Social Studies Task, Research

Homework need not always be in a written form.

In the infant stages homework is to be given at the teacher’s discretion. From P3-P7 homework given should not take longer than 15-20 minutes to complete.

Reading practice is of crucial importance to children, particularly to those with Additional support Needs. Parents can be of great help in reinforcing school work by supporting with reading.

Updated: 23/08/16
Religious Instruction and Observance

It remains the responsibility of the Education Authority to ensure that Religious Instruction is provided. Education deals with human growth and development which has a spiritual dimension. Religious education seeks to explore the contribution in this context of religious belief, attitudes and experience and includes studying other religions and beliefs. This will, hopefully, lead to an understanding and tolerance of other cultures and customs.

The school has established an Equal Opportunities Policy and is attempting to provide an environment free from racial, sexual and religious harassment and other demeaning bigotry.

An Assembly is held on a regular basis and is led by either the promoted staff or by an individual class. All classes will lead an Assembly at some time during a school session. Parents of the leading class will be invited to attend the assembly. Special assemblies are held at the end of each term and parents are usually invited to participate.

Some weeks are dedicated to hymn practices when the children's range of songs and hymns is extended or reinforced. The School Chaplain visits the classes on a rota system and regularly leads School Assemblies.

If you wish to withdraw your child from Religious Education and Observance please contact the Headteacher so that appropriate arrangements can be organised for the children involved.

Assessment, Records and Reports

In common with other primary schools throughout Scotland, the procedures for reporting to parents are being developed as part of ‘A Curriculum for Excellence’. The aim is to provide details of each pupil's strengths, development needs, achievements and attainments.

Assessment is any method used to find out what pupils have achieved. This is necessary to establish prior knowledge, tell us how a pupil is doing during the course of teaching and how they have done at the end of the teaching block. From this information we can identify next steps in learning.

A range of formative assessment strategies are used within the classroom enabling pupils and teachers to monitor progress and identify next steps. These strategies are at the core of quality learning and teaching.
One of the main tools in developing pupils' skills as reflective learners is Learning Logs. These are regularly brought home to be shared with parents.

Standardised Assessments are administered at various stages to monitor pupil progress.

Diagnostic observation of the work of each child is an on-going process. The confidential record file of each child is kept in the School Office. This file is sent marked 'Confidential' to the secondary school or to any other primary school which the pupil might subsequently attend.

Parental Consultation Evenings will be held twice yearly, usually in October and March to give you an opportunity to see your child's work and to discuss his/her progress with the class teacher. Parents are welcome to call at the school at other times to discuss their child's progress. A Report Sheet will be issued in June which you will be asked to sign, and comment on, if you wish.

Support for Pupils

It is important to identify pupils with particular needs as early as possible and this will be done through ensuring a careful and continuous assessment policy throughout the school.

Additional support needs are identified using Midlothian's Assessment and Planning Staged System (MAPSS).

We operate a team approach in order to support pupils. Support for Learning teachers and Learning Assistants work alongside class teachers to meet the additional support needs of pupils. Classroom-based support is vital, enabling colleagues like therapists to contribute materials and advice. The school Support for Learning Policy is available on request from the school office. Information can be accessed in a variety of formats and through a number of different agencies. Again advice should be sought from the school.

Should a pupil have additional support needs, they may be referred for support from services external to the school, including through Children and Families East Team, after consultation with parents. Pupils over the age of 12 are also consulted prior to such referrals.

Parents will be kept informed of progress and will be welcomed at the school to discuss this with appropriate staff. Pupils with special aptitudes will be provided with an appropriately enriched curriculum, again in consultation with parents.
“The authority keeps the additional support needs of each such child and young person under consideration through the Midlothian Assessment and Planning Staged System (MAPSS) process.
The additional support needs of these identified children and young people are recorded on Seemis, the authority’s secure management of information system.”

The Authority has a policy “Education for All” which promotes provision for all children in mainstream schools. Further information is set out in ‘Education for All: a guide for parents, carers and young people’ available from school.

More specialist provision, in the form of small units, is attached to some schools. These make particular provision for pupils with significant additional support needs or emotional and behavioural difficulties. These units also offer opportunities for integration into mainstream.
Parents may request additional assessments of pupils by contacting the Headteacher in the first instance. Requests can also be directed to the Authority ASN Officer.

We value the active involvement of parents, together with children and young people, in providing additional support.

Target setting is an important part of personal learning planning for all children. Pupils with additional support needs may have an individualised educational programmes and/or a co-ordinated support plan. In such cases, parents and where appropriate, pupils, will always be invited to planning and review meetings where progress and next steps will be identified.

If your child has any kind of additional support need, you should discuss these with the Head or Depute Headteacher at enrolment in order to ensure that staff are able to provide appropriate support for your child.

**Dress Code**

**What do pupils wear?**

It is hoped that as many children as possible will wear the recommended school uniform. The school sweatshirt can be teamed with navy, black or grey. P7 sweatshirts are royal blue. These sweatshirts etc can be purchased from EESL, Duddingston Yards, Duddingston Park South, Edinburgh, EH15 3NT or on line at www.eeslschools.com. Nursery sweatshirts are also available. School uniform is not compulsory but all pupils are expected to be of neat and tidy appearance. It is advisable that all school
clothing is clearly marked with the pupil’s name.

**PUPILS SHOULD NOT WEAR**

- baseball caps
- football shirts or scarves
- cropped tops/teeshirts with Logos
- fashion/designer tops

**Dress for PE**

- shorts
- sports top
- socks
- non marking training/gym shoes
- jewellery should not be worn
- swimming costume and towel

**Dress for Outings**

Appropriate summer/winter wear and school sweatshirt.

**Assistance with Provision of Clothing and Footwear**

“The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-based Job Seekers allowance, on Income Support or Child Tax Credit but not Working Tax Credit (subject to a maximum 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 the 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.”

**Positive Discipline for Learning**

For a number of years the school has been involved in Positive Discipline for Learning. This works on the assumption that pupils need to know what behaviour is expected of them. It is also important that pupils are praised for all the good actions that they take and know what sanctions will be in place when they do not behave as expected.

The school has a formal policy on discipline. This along with all policies is available from the School Office on request.

**The Classroom Behaviour Code**

Each teacher negotiates an appropriate code for their class which will be based on the following

- respect for self and others

- •
• respect for the environment
• school safety rules
If a pupil repeatedly breaks the classroom rules, or in the event of a more serious breach of discipline, a punishment exercise will be issued by the member of staff involved. This should be completed at home and the slip signed and returned to school.

Seriously disruptive behaviour which interferes with classroom instruction, or bullying or very serious breaches of discipline will be referred to the Headteacher. If this action does not suffice, parents will be informed and asked to visit the school to discuss their child’s behaviour. At all times the co-operation of the parents, in all aspects of their child’s behaviour, is appreciated.

**Safety Rules**

1. You must always walk in the corridors and on the stairs. KEEP LEFT!
2. You should play safe games in the playground. Remember throwing stones and/or snowballs can hurt someone.
3. You must always stay in the playground at playtime and lunch time.
4. You must keep the school tidy by putting your litter in the bin.
5. You should take care of our toilets and use them sensibly.
6. Remember to behave sensibly in the dining room - stay seated, eat quietly, clean up after your meal.
7. Bus children must stay seated at all times and behave in an acceptable fashion.

**Punishment Slips**

Punishment slips may be issued when a child repeatedly breaks a school rule. The slip will be sent home to be signed by a parent. The child will be issued with a punishment exercise or given detention at 10.30 am.

**Positive Behaviour Programme**

We believe it is important to:

• Emphasise positive behaviour in school by treating every child as a unique individual with his/her own unique strengths.
• Have a well managed, orderly, caring environment within the classroom and within the school to encourage children to react in a positive and responsible manner.
• Support others through help and encouragement to nurture their self esteem.

To achieve these aims the following strategies are used:
• **Golden Rules**
• **Circle Time** - used regularly to promote self esteem
• **Class Council**
• **Positive behaviour charts for a limited time**
• **P7 monitors**
• **Pupil Council**
• **The Tree of Achievement**
• **The Golden Book**

**Our Golden Rules**

- **Listen carefully, be patient** - don't interrupt
- **Always tell the truth** - don't lie or cheat
- **Be friendly towards each other** - don't hurt others or call them names
- **Share with others** - don't steal or take what is not yours
- **Always try to work hard** - don't give up
- **Be polite** - don't be rude, cheeky, talk back or swear
- **Always obey instructions** - they are for your own good
- **Take care of school and other people's property** - don't destroy or damage
- **Be happy and cheerful** - not grumpy and miserable

It helps everyone get along

Leaves of Achievement and individual letters are awarded at termly assemblies to pupils who have made a special effort over a longer period.

**Anti-bullying Advice**

We have an Anti Bullying Charter which was developed and agreed by pupils, parents and staff. All cases of bullying are taken seriously by the school. All pupils know that they should tell someone about any instance of bullying. In most cases speaking to the people involved, discussing the problem and working out a solution can solve bullying.

- Bullying will NOT be tolerated in school.
- Anyone being bullied must TALK TO SOMEONE about it.
- All reported incidents will be taken seriously and appropriate action taken.

**Attendance and Punctuality**

What do we need to know?

When and why your child is absent - telephone or write to the school. If you phone (0131 271 4585) Miss Burness will take your message. Please try to telephone before 9.00am so that we know your child is safe. Unexplained absences will always be investigated.
If you write, the letter should be addressed to your child’s class teacher.

While the school recognises that it is not always possible to arrange holidays during the official time out of school, we strongly recommend that parents do not do this as disruption to a pupil’s education can be very detrimental to their future progress. If it is essential that holidays are arranged in term time then parents should request permission in writing. The letter should be addressed to the Headteacher.

What happens when a pupil’s attendance is unsatisfactory?

When attendance falls below 90% or a pupil is persistently late, the Educational Welfare Officer may become involved and will visit the home to speak to parents. If there is no success the case may be referred to the Reporter to the Children’s panel.

Parents should note the following legal requirements. “Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Head Teacher will ask an Education Welfare Officer to visit the home and discuss the problem with the parents. If such unsatisfactory attendance persists, the Head Teacher, following discussions with the Education Welfare Officer and other agencies will decide whether the case should be referred to the local Area Attendance Advisory Group. This Group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents”

**Transport**

“The Authority currently pays the travelling expenses of those pupils attending the district school who live more than two miles from that school.

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

Transport costs 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, eg 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 the district school will not receive assistance in relation to travel to and from school."

Further details are available from the Divisional Education Officer.

**Contract Transport for Danderhall School**

Currently a contract bus is scheduled to pick up children starting at

- Hilltown 8.25 am
- Newton Village 8.32 am
- Old Craighall 8.35 am

It arrives at the school at 8.50 am approx. The return journey starts from the school at 2.55pm for infants and 3.15pm for juniors.

**Meals and Milk**

The cafeteria provides tray meals at a cost of £1.80 at lunch time in the school dining room.

Children with packed lunches also eat in the dining room. The infants have lunch at 12.15pm and the rest of the school at 12.30 pm. At present there are two sittings for pupils in the upper school.

“Under the Education Committee’s policy, children in attendance at schools under the management of the Authority are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance and Child Tax Credit but not Working Tax Credit (subject to a maximum 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. Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals. No other children are eligible for free meals. Further information and an application form can be obtained from the school or from the Free Meals and Free Clothing Section, Education and Children’s Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.”

Free milk will be available to children in nursery and to children of primary school age whose parents are in receipt of
Income Support/Job Seekers Allowance with Child Tax Credit. It will be available to all other children in primary education at favourable prices and must be ordered in advance. To simplify the system, especially the collection of cash, a method of standard payments of cost over the year has been authorised.

**Medical Care**

**The 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 that they benefit as much as possible from all that school has to offer, and to help prepare them for life after leaving school. The school health service is part of Midlothian's Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided.

School Nurse - the lead health professional in mainstream schools in Midlothian. School nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The school nurse may be helped by a health assistant and have close working links with community paediatricians. The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition she may review children who are referred either by parents, teachers or other health professionals at any stage in their school life.

If you have concerns about your child's hearing the school can refer him or her to the appropriate specialist directly.

Speech and Language Therapist - can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication.

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

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

The issue of maintaining confidentiality is taken seriously by the School Health team at all times.

In the event of your child taking ill or having an accident in the school, the school will notify parents or the emergency contact indicated by the parents and necessary arrangements will be made for the child to be taken home. It is the parents’ responsibility to provide the school with up-to-date information on persons to be contacted in emergencies.

Child Protection

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

In circumstances where a school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, the school’s designated Child Protection Co-ordinator or the Information Officer, Co-ordinated Services for Children and Young People.”

Parent Council

The Parent Council takes an interest in all Danderhall Primary School activities and helps in any way it can. All parents of children attending Danderhall Primary are welcome to attend meetings. Further particulars are available from the Headteacher.

Updated: 23/08/16
School Enrolment

If your child is five between 1 March in any year and the last day of the following February, he or she is eligible for admission to a primary (or infant) school on the first day of the Autumn Term (in August of each year), which is known as the 'commencement date'. Children born on 29 February are eligible for admission at the start of the session in which their fifth birthday falls. There is no 'new intake' of children at Primary 1 stage in the Spring or Summer Terms. Where children have already been admitted to a primary school by another Education Authority and subsequently become resident within Midlothian, or wish to attend a Midlothian primary school, admission may be arranged at any time.

The school is informed by the Authority of any child who is living within the catchment area and who is eligible for enrolment. The parents or guardian of these children will be invited to visit the school to register their child formally. The purpose of this initial visit is two-fold, parents or guardians will be able to give staff some information about their children, staff will give as much information as necessary about the school and its organisation, answer questions and give guidance, if necessary, on how to prepare the child for school life. Parents will be invited to accompany their children on a visit to P1 classroom during the Summer Term. There will be further small informal meetings with staff and parents to finalise enrolment procedures.

Composite Classes

At various stages throughout the school it may be necessary to form composite classes. The main criterion in the selection of composite classes is that of age. A composite class is no more unnatural an educational vehicle than a year-group class based on equally arbitrary dates. The teaching methodology to be used is based on principles which are in accord with educational thinking.

Health and Safety Guidelines

“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. Schools staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.”
All visitors to the school are required to enter from the Main Door. Entry to the school will be controlled by an answer phone entry system, and all visitors will be viewed from the secretary's office before gaining access. On entry they will be required to sign in and wear a visitor's badge throughout their stay in the building. When leaving they will sign out and return the badge. During school hours all other doors will be locked externally to exclude intruders.

Fire drills are held once a term.

**Playground Supervision**

When pupils are at school, the responsibility for their safety rests with the Authority. The Headteacher and staff (including playground supervisors, if appointed) undertake this responsibility as the Authority's representatives. This means that reasonable steps should be taken to prevent any pupils suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and appropriate action taken.

**Occasional and Emergency Arrangements**

In the event of an emergency dismissal, parents can be reassured that arrangements will be made for the care of their children. School transport arrangements will be made by the school for those who normally use the transport. Any child being met or in doubt as to where to go at an unplanned closure will be kept until the normal dismissal time.

Information of emergency closures may be conveyed by Radio Forth and the Press.

It is vital that parents provide the school with up-to-date information on persons to be contacted in emergencies.

**Transfer of Primary School Children to Secondary**

The normal stage of transfer to secondary education is at 12 years. Parents will be informed of transfer arrangements by December of the pupil's last year in primary school. Parents shall be given information about the district school (Dalkeith High School) and notified of their right to request an alternative school.

Pupils with additional support needs will be supported by the school, their destination school and any other agencies as appropriate to ensure a successful transition.

“Education Maintenance Allowance (EMA) Education Maintenance Allowance (EMA) is available to students who will have reached their
sixteenth birthday after 1 March and have decided to stay on at school from August in the next academic session. The EMA is a means tested weekly allowance, paid fortnightly into the student's bank account; payment is dependent on the student attaining 100% attendance in each week of the payment period. Application packs can be obtained from the school or from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

Employment of Children

"Children under the statutory school leaving age can only be employed within the terms of the Council's bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins.

Further details can be obtained from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG."

Complaints Procedure

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

If you are concerned about...

...a particular aspect of our work, please arrange an appointment to discuss the matter with the Head Teacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on her/his behalf.

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

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

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

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

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If you are dissatisfied with the school’s response...

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

He/she will either review the proposed action or notify you of the appropriate officer of the Education Authority whom you should contact (see “Useful Addresses”).

Contact the named manager by telephone or by letter at Education and Children’s Services Division headquarters.

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

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

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

Parents and the School

Parents and schools separately can do a great deal to assist children’s educational development; together, they can achieve even more.

We will keep you informed of your child’s progress and we will deal confidentially with any information which will help us in planning 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.

Accuracy of Information

The information is accurate at the time of compilation but it is subject to changes in roll, staffing and resources in future years.