

The Flora Stevenson Primary



School Handbook 2026 – 2027

At Flora's we matter. At Flora's we achieve.



A Foreword from the Executive Director of Education, and Children's Services

Session 2026 - 2027

Dear Parents/Carers,

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents and carers as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision-making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I am pleased to introduce this brochure for session 2025/26 and hope that it will provide you with the information you need concerning your child's school.

If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Amanda Hatton
Executive Director of Children, Education & Justice Services

Education, and Children's Services Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

In Edinburgh children and young people are at the heart of our vision for the future

As Service Director, I am delighted to welcome you to our Edinburgh School Community. We want all our schools to provide vibrant, inclusive learning environments where our children and young people thrive; academically, socially and emotionally.

Our Vision for Education is “Edinburgh Learns for Life” and is designed to create a fairer, greener, healthier future for our young people and their families. Through the various aspects of strategy attached to this Vision, we are relentless in our collective ambition to transform lives by providing learning opportunities where our children and young people can find their passion in learning. Central to this is the delivery of high-quality teaching and learning experiences fostering creativity and nurturing individual talents. I believe strongly that this will enable them to live successful and happy lives now, and in the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people. By working together, we help children and young people to develop understanding about building positive relationships, respect, teamwork and fairness. We do this by providing engaging and relevant learning experiences, delivered by our staff who get the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people learn to understand and respect differences, can work together and can handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events, or as a response to their additional support need, they often let us know by reacting in different ways. This can sometimes present challenges for those around them. By working together, and by understanding the cause and working out solutions, we can find a way to solve or deal with these challenges. We will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations, providing additional support or, in exceptional circumstances, identifying a change of learning environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh, we support children and young people to learn in different ways according to their needs. Children and young people learn differently with some requiring more support than others. This need for support arises for a variety of reasons including learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our children and young people in a fair, compassionate, and proportionate way. We are fully committed to listening to any parent, carer, child, young person or member of staff to work together to resolve any challenges which may arise to enable all to reach their full potential.

Jackie Reid

Service Director and Chief Education Officer

Welcome from Flora's Headteacher



Dear Parents and Carers,

Welcome to the **Flora Stevenson Primary** School Handbook for session 2026/27 - we are delighted to share information about our school with you.

Flora's is a large school which is warm and welcoming at the heart of our vibrant and diverse community in Comley Bank. We pride ourselves on the relationships we build and the care, learning and support we provide for learners, families and our staff. We live our values everyday and hold these as central to how things are done at Floras.

We have approximately 600 learners at Flora's across Nursery to Primary 7 organised into 19 school classes and two nursery rooms. Information on our procedures, staffing and improvement planning can all be found on our [school website here](#).

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

To make our handbook easy to use we have divided the information into five different sections: -

- | | |
|------------------------|---|
| ➤ Section One | Practical Information about the School |
| ➤ Section Two | Parental Involvement in the School |
| ➤ Section Three | School Curriculum |
| ➤ Section Four | Support for Pupils |
| ➤ Section Five | School Improvement |

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact the school.

Kind regards,

Steven Eagleson
Head Teacher

Section One – Practical Information about the School



This section deals with the practical aspects of your child’s attendance at our school. It provides you with some background information on our school.

It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

<u>Contact Details</u>		
Head Teacher	Steven Eagleson	
Depute Headteacher <i>Early Level (Nursery-P1)</i>	Eleanor Dickson	
Depute Headteacher <i>First Level (P2-P4)</i>	Jonathan Baxter	
Depute Headteacher <i>Second Level (P5-P7)</i>	Mark Aitchison	
Business Manager	Sowmya Gupta	
Administrator	Pamela Loughran	
Clerical	Diane Peden	
Address	175 Comely Bank Road EH4 1BG	
Telephone Number	0131 332 1604	
Website	https://theflorastevensonprimary.com/	
E-mail Address	Admin@florastevenson.edin.sch.uk	
<u>About the School</u>		
Stages of Education provided for	Nursery to Primary 7	
Present Roll	609	
Denominational status of the school	Non-Denomination	
Gaelic Medium Education (if relevant)	None	
<u>Organisation of the School Day</u>		
	Mondays – Thursdays	Fridays
Start Time	P1-P7 – 8:50	P1-P7 – 8:50
Morning Break	P1, P2, P3, P7 – 10:10 P4, P5, P6 – 10:30	P1-P7 – 10:45
Lunch Time	P5, P6 – 12:30-13:15 P3, P4, P7 – 12:40-13:25 P1, P2 – 12:30-13:30	
Finish Time	P1-P2 – 15:00 P3-P7 – 15:20	P1-P2 – 12:15 P3-P7 – 12:25

Information on our Nursery can be found in our Nursery Handbook on the Website here:
<https://theflorastevensonprimary.com/wp-content/uploads/2024/11/nursery-handbook-2024-2025.pdf>

Term dates: <https://www.edinburgh.gov.uk/schools/term-dates>

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk.

Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence



It is the responsibility of parents of a child of school age to make sure that their child is educated.

Parents must inform the school if the child is absent providing the reason for this and they should respond promptly to communication from the school regarding attendance.

Absence from school is recorded as

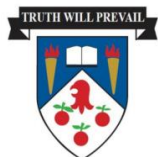
- authorised, that is approved by the Children, Education and Justice Services department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know ahead of time, if it is a planned absence (e.g. hospital appointment) or contact the school by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

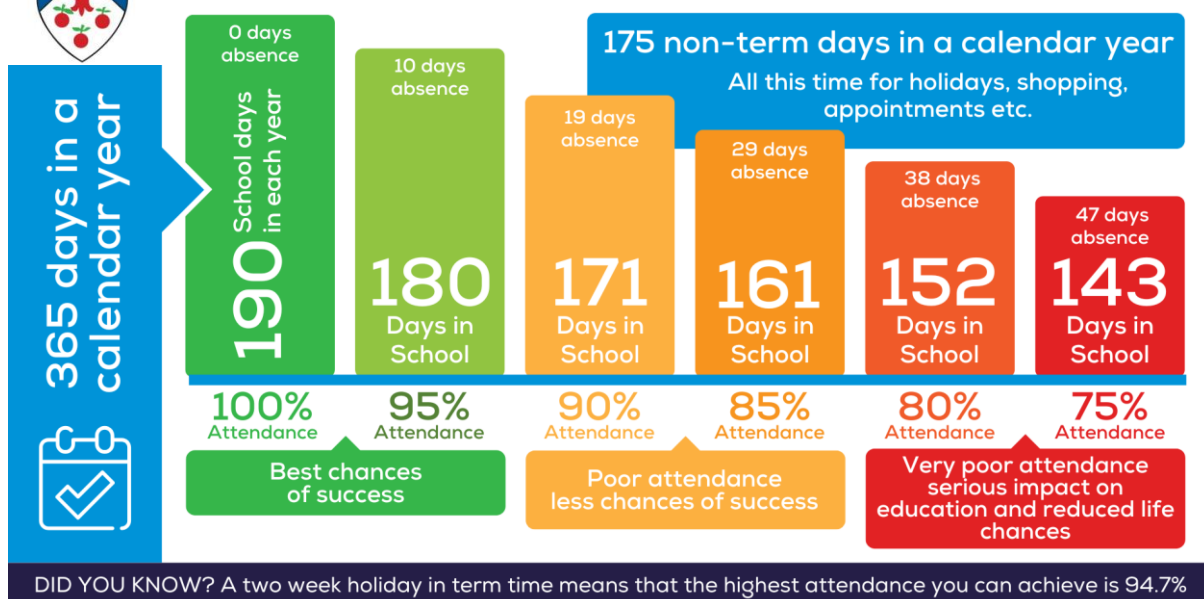
You should update the school on each day of your child's absence by calling the office. Outwith school hours you can leave a clear message on the absence line 0131 332 8539 leaving a clear message of the child's name, class and reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Please discuss your plans with your child's Head Teacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence.



ATTENDANCE MATTERS...WHY IS IT IMPORTANT?



Lateness

At Flora's our school doors open at 8:50 and children are expected to be ready to enter then. After 9am children are recorded as late. Arriving after 9am has significant impacts on your own children, and the others in the class.

The first minutes of the day are crucial. They are a settling time and a connection point to check in with each other. It is the time in the day when news is exchanged, emotions are supported, timetables gone over, learning plans shared and work starts. Of all the twenty minutes in a day, the first twenty are the most disruptive to miss for children's wellbeing, learning and confidence.



Schools can authorise absence when they are satisfied that there is a legitimate reason for the request. Head Teachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Education Wellbeing Service Team Leader, who will decide if it will be recorded as authorised or unauthorised leave. Extended leave can also be granted on request for a cultural or heritage trip, or to return to country of origin, e.g. to care for relative, bereavement, family wedding.

You must complete an “Absence Request in Exceptional Circumstances form” and send this to the Head Teacher to request this absence. [This is available on our website.](#)

A holiday may be authorised if you can prove that work commitments make a family holiday impossible during school holiday times. Your employer will need to provide evidence of your work commitments. Absence approved by the Head Teacher on this basis is regarded as authorised absence.

Parents may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence.

Parents should work in partnership with the school to promote and support positive relationships to maximise their child's attendance. A supportive approach is taken to unexplained absence. However, the Children, Education and Justice Services department has legal powers to write to, interview parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

[Absence and Lateness information is also on our website here.](#)

School Uniform



Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The school uniform was agreed in consultation with parents, pupils, staff and the Parent Council.

School Uniform is an important part of the identity of a school. It helps a school feel like a connected community and shows pride in being part of Flora's. From a safeguarding perspective it is vitally important too when we are out of school for identifying our children readily.

Our uniform at Flora's is relaxed and simple to ensure that there is no barrier to children enjoying an active life at school, or for families in the purchase. Our uniform is primarily red and navy (with grey/black) and can be branded or non-branded with the school logo. [Further information on our uniform is on the website here.](#)

We ask that children come to school everyday in appropriate school uniform. This included sensible footwear which is safe and comfortable and ideally black, and a sensible jacket depending on the weather. On PE Days children currently wear sportswear all day (not football tops).

The Parent Council hold uniform swaps termly. If you require any support with buying items of school uniform, or your child requires adjustments to uniform based on their needs, please contact the school.

It is worth noting that those in receipt of benefits can register for "Free School Meals" which includes a clothing allowance. Even though meals are provided free universally for P1-P5 children it is worth registering for this important benefit as a range of additional benefits are also included.

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school. Football colours are also inappropriate as they can lead to incidents of rivalry. If you have any queries regarding the school's dress code, please contact the school office.

School Meals



Menus offer healthy and tasty meal options while reflecting the Scottish Governments food and drink legal requirements in both primary and secondary settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.

All our menus are nutritionally analysed and new dishes trialled by pupils prior to menu launch

- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified
- We believe in sourcing food with provenance and aim to increase our spend with Scottish suppliers every year

The catering service supplies meals for pupils by following the special diet policy – more information on menus/ special diets and prices can be found here;

<https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools>

School Grants



Families on low income can get school grants to help with the cost of lunches and school clothing.

All children in primary 1 to 5 receive free school meals, regardless of your income or benefit status. However, if you meet any of the following conditions you will be eligible to receive

- free school meals for your children in P6, P7 and in secondary school
- payment for lunches during school holidays
- free milk
- a school clothing grant payment of £125 for each primary child and £157 for each secondary child, paid once a year into your bank account

You must receive one of the following benefits:

- Universal Credit (where your monthly earned income is not more than £796)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £19,995
- Both Child Tax Credit and Working Tax Credit and an income of up to £9,552

Please note income thresholds are subject to change.

* From February 2025 children in P6 and P7 will be eligible to receive free school meals for families in receipt of the Scottish Child Payment.

Your child might still get school grants if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

School grants are valid for **one school year**. The entitlement ends if your child leaves school before the end of the school year.

Information on school grants and how to apply is available on the website:
www.edinburgh.gov.uk/schoolgrants

Travel to and from School



We encourage our pupils to walk to school or use the bus, as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Parents should avoid parking in the adjacent Lomond Court or in the Bank car park.

General Supervision



Before school begins at 8:50 supervision is parental responsibility, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals support staff supervise the children. There is always access to the main toilets in that building, and the children are made aware of this.

School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Everybody calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please come to the school office where we shall be happy to arrange this for you.

Wet Weather Arrangements



In very wet or dangerous weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they support and help each other.

We do not have indoor breaks for all rain, only where this is particularly heavy. Children should come to school prepared for the Scottish weather with appropriate footwear and a waterproof coat with hood. *"There is no such thing as bad weather, just the wrong clothes"*

Unexpected Closures



In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure we would use our Groupcall Email system to let parents know. It is important that the office has an up to date email and mobile number for you, and any emergency contacts, at all times.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh_CC](https://twitter.com/Edinburgh_CC) and Facebook page www.facebook.com/edinburghcouncil.

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

Mobile Phones



Mobile phones and smartwatches are banned for all City of Edinburgh pupils at all times.

Children who bring a phone to school hand this to the teacher in the morning and get it back at the end of the school day. Children do not have access to phones in class or playground while at school.

Smart watches which have the potential to access the internet, message or communicate are also not allowed in school for children and should also be submitted to the class teacher at registration.

This approach is to ensure that children can concentrate without unnecessary distractions. It is also a safety measure as the content filtering on personal devices does not meet the requirements of safeguarding for the children in school, we do not have the ability to supervise this appropriately and safely.

Children in Primary 6 and Primary 7 who have a council issued iPad as part of Empowered Learning use their devices in class for learning. The devices have carefully controlled Edinburgh Council filtering and safety software and the downloading of apps is restricted to a council run selection of pre-approved titles.

Children do not use iPads in less supervised times, such as playtime, lunchtime or at a wet indoor break. Before school starts at 8:50 children are the responsibility of their parents/carers but we ask that children do not use their devices in the playground before school as this can lead to disagreements and issues which carry over into the school day.

Complaints, Comments and Suggestions Procedure



We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

Further information can be found here - <https://www.edinburgh.gov.uk/contact-us/comments-complaints/3>

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety



Within the general policy laid down by The City of Edinburgh Council, the Children, Education and Justice Services Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory

and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

Information about how we manage pupil data in schools/ELC settings



Flora Stevenson's has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal or protected characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups

connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Flora Stevenson's and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Flora Stevenson's

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, Flora Stevenson's has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when Education, and Children's Services can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can

expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). 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 use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland 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 the 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 the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@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.

School Nursing Team



The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Services provided

Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhslothian.scot/SchoolNursing>

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service - Mental Health Specialists
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

Head lice are spread through head to head contact at home, while playing or in school. Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

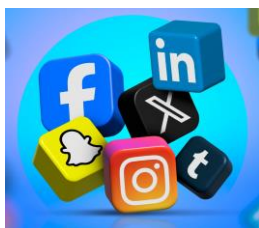
Medicine Administration



For health and safety reasons members of staff do not dispense medicines/drugs on their own initiative.

Should pupils require medication during the school day parents/carers should arrange to speak to a member of the senior management team. They will be required to complete a 'permission to dispense medication form', which will outline dosage and whether it is a short or long term medical need.

Use of social media



Staff at Floras have engaged with CEC Social Media Guidelines and as such, understand the benefits and risks of using social media. At Floras we do not use social media to communicate or share information. The headteacher sends a weekly newsletter to current parents and staff.

The Parent Council organise class reps for each class in school and WhatsApp is used for this communication. Engaging with this, or not, is a parental choice and the school does not oversee these private groups. We encourage parents and carers to interact on social media, by email and on WhatsApp with the same respect and kindness as we would in real life.

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

Section Two – Parental Involvement in the School



Parental involvement is very important as we know children and young people do better on a wide range of measures.

These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better results.

This section contains information about our Learning Together Framework and how parents and carers can get involved in their child's learning.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on City of Edinburgh Council structures to support the voice of parents and carers. This includes your Parent Council and Parent Staff Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

Connect <https://www.facebook.com/groups/connectingparentgroups> is the national organisation for Parent Teacher Associations and Parent Associations in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland <https://www.npfs.org.uk> has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.



Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Children's Rights

The rights of children and young people are at the heart of our code to practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them.

Floras is a Silver Rights Respecting School with an active equalities group and we are actively working on achieving our Gold status this session.



Visio, Values and Aims

Our school values and Aims were developed in consultation with all stakeholders. Our 4 new values underpin everything we do at Flora's and also function as our school rules.



Show compassion. Use your words and actions to help others.



Compassion and empathy underpin how we treat one another, how we act and how we react. Feeling nurtured is a central human need and essential to a healthy life. We all work together on building a caring, warm, supportive environment where children's needs are central to our approaches ensuring that all are included and supported and feel happy to come to school.



We develop responsible, inclusive and fair approaches to life in school. We take personal responsibility for our actions and consider our impact in the community and in the world. Everyone is unique and we consider the whole child and their circumstances when making decisions that ensure learners and families are involved so that everyone has the right support and an equitable chance to achieve.



Be reliable, trustworthy, honest, and fair.
Be accountable for your own actions.



Be a life-long learner. Strive to do your best and persevere with challenges.



Learning is central to our purpose as a school and we are committed to fostering an inclusive approach to learning where learners have active opportunities to develop the creativity, curiosity, ambition, determination and resilience to persevere, develop independence, confidence and achieve to their fullest potential.



Mutual respect underpins all positive relationships and at Flora's we are polite, honest, responsible and trustworthy. We show respect for ourselves and ensure that everyone in our school and community are respected as we consider the impact of our actions and take responsibility, keeping ourselves and others safe.



Be considerate. Show respect for yourself, others, your community, and the world.

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- *Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.*
- *Promoting social and moral learning through the way in which disciplinary issues are handled.*
- *Ensuring that staff and adults within the school provide positive models for pupils.*
- *Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.*
- *Providing opportunities within the curriculum to advance personal and social development.*
- *Providing a programme of religious and moral education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.*
- *Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.*

Promoting Positive Relationships



Every child and young person has the right to a high-quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

We explore and establish “what’s happened” with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child’s behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

We also want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.



Show compassion. Use your words and actions to help others.



Be reliable, trustworthy, honest, and fair. Be accountable for your own actions.



Be a life-long learner. Strive to do your best and persevere with challenges.



Be considerate. Show respect for yourself, others, your community, and the world.

These values form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

[Our Relationships, Learning and Behaviour procedures guidance is on the website here.](#)

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People



City of Edinburgh Council updated their anti-bullying guidance in session 2020-21.

As an authority, we are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice. We work to prevent bullying and prejudicial behaviours and attitudes, and to develop positive relationships with all members of our school communities and wider partners. This work is part of our approach to Getting it Right for Every Child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Pupil-led equalities groups, which reflect the diversity of the school community, are working to ensure that all children have access to support, are listened to and are involved in the decisions that will continue to make their school a place to which feels safe, happy and nurturing.

As a school, we are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice. Our school procedure is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote an actively anti-bullying and anti-prejudice culture in our school through preventative, pro-active and responsive approaches.

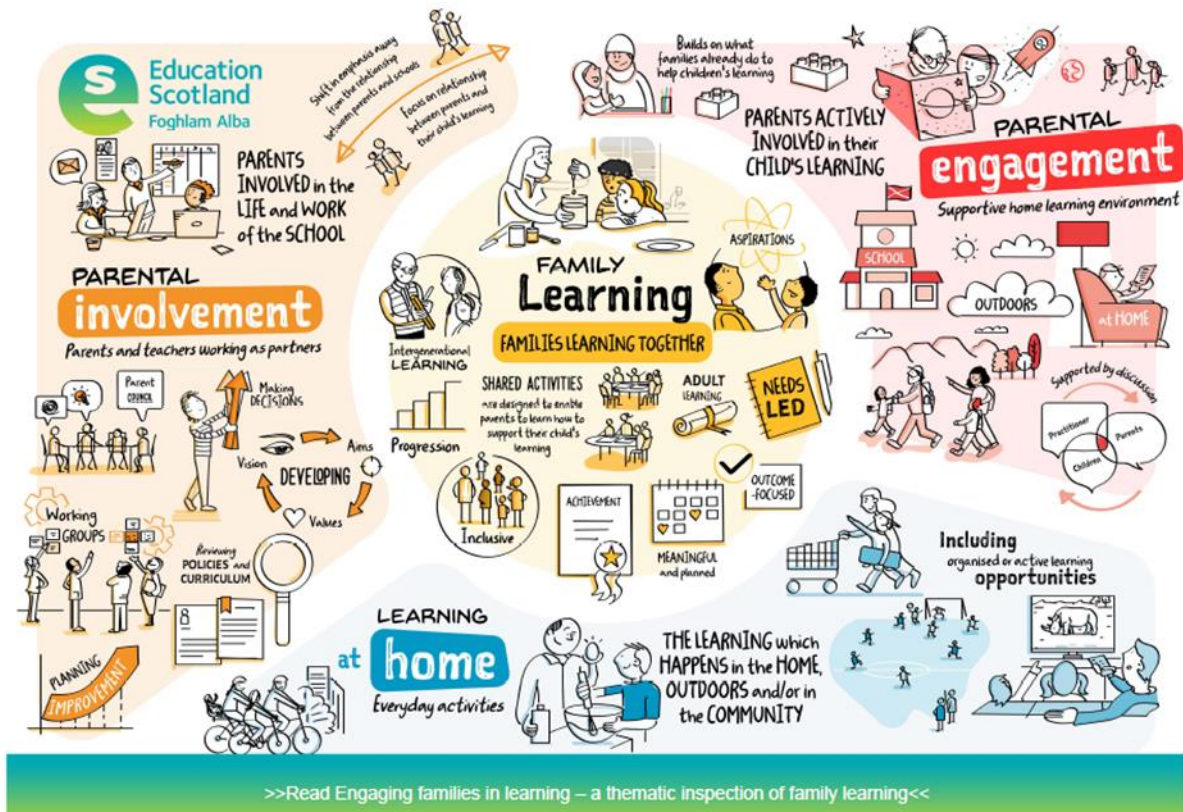
Bullying and prejudice-based behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying or prejudice-based incident. We will support children who display bullying or prejudiced behaviour to identify the feelings and views that have caused them to act in this way. We will challenge these views and support children, through education and learning, to develop alternative ways of behaving. Working together with parents is an essential part of our approach to preventing and responding to bullying. When bullying or prejudice happen it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Broughton HS Learning Community has a shared anti-policy procedure which can be [found on our website here.](#)

Learning Together Framework

Learning Together is about: Parental Involvement, Parental Engagement, Family Learning, Learning at Home

Education Scotland has captured helpful information about Parental Involvement, Engagement, Family Learning and Learning at Home in the sketchnote below:



Aims and Rationale

The purpose of our strategy is to ensure excellence and equity in parental involvement and engagement, family learning and learning at home within our schools. It aims to:

- Ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school
- Encourage and support collaborative partnerships between staff, parents and families
- Get the right support in place so that parents can engage in their child's learning
- Expand access to family learning opportunities which meet participants needs
- Improve the quality of all communication between staff, parents and families
- Improve the skills of leaders, front-line staff and support staff

Education Scotland

Parental Involvement:

is about parents becoming involved in the life and work of the school. This can be:

- In the Parent Council
- Working Groups to take forwards improvement priorities identified in the school's improvement plan and help build parent's understanding of how these support their child's learning
- Planning improvement together, supporting the school's aims, vision and values when making decisions
- Volunteering

Parental Engagement:

can be considered as active engagement in learning. This can take place in a variety of settings such as schools, the community, through Family Learning and learning at home.

This can be:

- Learning in the home
- Learning outdoors
- Learning in the community
- Supported by discussion and sharing learning between the child, school staff and parents

Family Learning:

is family members learning together as and within a family with a focus on intergenerational learning. Family learning can also be designed to enable parents to learn how to support their children's learning. This can involve:

- Intergenerational learning
- Adult learning

Learning at Home:

is the learning which happens in the home, outdoors, community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities. This can be:

- Football
- Cycling
- Shopping
- Playing games

Open Door



Floras is a welcoming school with an open door. We value our partnerships with parents for the benefit of everyone. Please contact us if you have any questions or concerns.

We share information and news about school through a weekly newsletter which is sent to all families. This is Flora's primary method of communication with families and covers most of what parents need to know week to week.

Throughout the year we have coffee mornings where children share their learning with family, class assemblies where children share their learning and termly a newsletter from each class is created, highlighting the key learning of that term and the plans for next.

Parental Consultation/Reporting to Parents Throughout the Year

Formal reporting to parents happens through two in-person parent consultation appointments of 10 minutes. These are in October and March. A final Summative Report of progress over the session is issued in June. This report aims to give parents an understanding of their child's progress and where they are in their learning. It cannot cover everything that has happened across the session.

Learning is shared informally across the session, including a termly newsletter from each class highlighting the key learning of that term and the plans for next.

Parent Forum and Parent Councils

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum you can expect to –

- receive information about the school and its activities;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how your Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents and carers to volunteer or put themselves forward as representatives on the Parent Council.

The main aims of the Parent Council are:

- To support the school in its work with pupils

- To represent the views of parents and carers
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

The Co-Chairs of Flora's Parent Council are Cat Stephen and Ruth Prowse. The Parent Council can be contacted on

florastevensonpc@gmail.com

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Citywide Mainstream school and Special Schools Group

Citywide Mainstream and Special Schools Group enables Parent Councils members to get together to discuss common issues and have their views on local and citywide issues heard.

There is one citywide special schools group, and a mainstream group. Both these groups meet four times a year on line.

The Consultative Committee with Parents

The Consultative Committee with Parents (CCwP) is a forum that gives parents and carers the chance to discuss citywide and national issues with members of our staff and other groups.

The CCwP meets four times a year. Parent members are chosen at the meetings of citywide special schools and mainstream group. Two parents from the CCwP are put forward to take part in the Education, Children and Families Committee. This post lasts up to two years.

Education Children's and Families Committee

The committee has two parent representatives who speaks on the behalf of parents, taking their views from their work in a school, locality group and the Consultative Committee with Parents (CCwP).

Who to ask

All questions/ requests for information can be sent to

parental.engagement@edinburgh.gov.uk

Your email will be forwarded onto the right person/department to provide the answer/support you need.

Connect

Connect is a charity which supports Parent Councils and works with local authorities. The City of Edinburgh Council pays for all Edinburgh Parent Councils to have membership of Connect.

Connect are committed to making family engagement in children's learning and school lives as good as it can be. They work with parents and educators, providing information, advice and training.

<https://connect.scot/>

Pupil Voice Groups



Pupil voice and leadership is very important to us at Floras. We use the [Lundy model](#) of pupil voice to help us plan meaningful experiences for learners to get involved.

All children are in a house:

- **Learmonth**
- **Raeburn**
- **Orchard**
- **Inverleith**

These help us organise events, competitions, etc. Monthly House Groups give all children a voice in decision making about their school and are planned and run by our P7 House Captain Team.

In line with the Broughton Learning Community we also have leadership groups for Eco/Sustainability, Equalities (Rights Respecting Schools), Digital and Reading.

Section Three – School Curriculum



This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

Parents will be informed by email before classes undertake certain aspects of the Health and Wellbeing Curriculum, including the Relationships, sexual Health and Parenthood topics. Further information on the RSHP curriculum is on the website [here](#).

Edinburgh Learns for Life –A Vision for Education



Our Vision

The Edinburgh Learns for Life vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.

Curriculum for Excellence: Bringing learning to life and life to learning



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

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

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

[Links to further information on Scotland's Curriculum for parents are on our website here.](#)

Gaelic-Medium Education



Gaelic-Medium Education (GME), is available at nursery, primary and secondary levels. We also run Gaelic parent and toddler groups at various locations in the city. For more information visit the Cròileagan Dhùn Èideann Facebook page [here](#).

<https://www.facebook.com/croileagan/>

Edinburgh's first dedicated Gaelic Medium Education nursery and primary school, [Bun-sgoil Taobh na Pàirce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils starting at P1 do not need to have prior knowledge of Gaelic, attending a Gaelic-medium setting for pre-school years

is highly advantageous and so is strongly recommended. Learners need to develop strong language skills to fully access our rich curriculum with confidence. To achieve this, we adopt an immersive model which means Gaelic is the main language of the classroom and the school, from the earliest stages. To allow for the best outcomes for all our learners, we would only admit pupils later than Primary One if their skill and confidence in Gaelic language are demonstrably at a level that would allow them fully to access the curriculum and take part in school life with confidence.

The nature of the immersive model means that GME does not lend itself well to flexi-schooling. To be best placed to support pupils thrive in a GME environment, all parents are strongly encouraged to committing to engage with learning the language themselves. School staff are happy to advise and support families with their Gaelic learning.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Currently, pupils who have studied at [Bun Sgoil Taobh na Pàirce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with GME.

For general enquiries about GME provision in Edinburgh you can contact us via our dedicated mailbox at gme@edinburgh.gov.uk

Active Learning



Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress

through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Learning Through Play



Research shows play-based learning has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum.

Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

[A council document outlining play in P1 is available on our website here.](#)

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place for pupils on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Teachers in Floras plan collaboratively in their stages (P1, P2, etc.) They use a range of progression frameworks which support them to plan learning experiences which are balanced, progressive and challenging for learners. Planning also provides a scaffold to support learners with additional needs or who are finding particular areas of learning more difficult at particular times.

Daily and weekly planning take account of the prior learning of the children, their interests and enthusiasm and the contexts of the area, time and setting.

Assessment

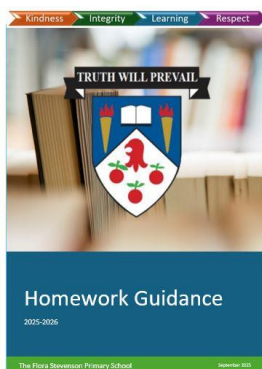
As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Homework



We have a clearly defined policy on homework which was consulted on last session and launched this year in August. [This is on our website here.](#)

Homework at Flora's is planned to give families an insight into their child's work by reinforcing learning in class through a range of easy to engage with, optional activities. As children progress through school, the homework will reflect their current learning, and the time expectation will increase with their growing development.

Homework helps children to practise skills, consolidate knowledge and promotes the building of good study and concentration habits. Homework at Flora's is an expectation but is not mandatory and we understand that families know best when it comes to the time and energy needed for homework. Homework activities cannot be used as assessment and so work will not be marked however all classes have their own processes for recognising, encouraging and celebrating homework effort every week.

Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better. Homework helps your child to:

- learn how to organise and manage their time and work independently
- take more responsibility for their own learning
- practise and build on what they have learned at school
- develop confidence to deal with frustrations, overcome difficulties and solve problems

Homework also lets you find out what your child is doing at school and get involved in their learning. Children learn something well when they talk about it or explain it to someone else, so asking your child about their homework really helps them.

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Read, Write, Count

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

Extra Curricular Activities

We offer a wide a range of sporting and cultural activities as possible.

We are keen to support a range of after school activities where possible. These will be communicated by email and the school newsletter. If you wish to volunteer to run a club or group please contact Active Schools, or the school and we can discuss. All volunteers must be willing to undertake a PVG security check.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood, and to develop effective pathways between schools and sports clubs in the local community. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator on Ryan.McGill@ea.edin.sch.uk

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child



Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to

give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around Education, and Children's Services
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better



Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and

youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers. [Our Child Protection Procedures are on our website here.](#)

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and it's accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- a) *the authority's policy in relation to provision for additional support needs,*
- b) *the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.*
- c) *the other opportunities available under this Act for the identification of children and young persons who -*
 - *have additional support needs,*
 - *require, or would require, a co-ordinated support plan,*
 - *the role of parents, children and young persons in the arrangements referred to in paragraph (b),*
 - *the mediation services provided*
 - *the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.*

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:
<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

*The Authority also recognises that there may be **associated difficulties***

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns please speak to your child's class teacher in the first instance.

English as an Additional Language

The Education, and Children's Services Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential. Please speak to your child's teacher or stage DHT if you have concerns.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire: www.enquire.org.uk Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 0131 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk Telephone

0131 667 6633.

Pastoral Support

At Floras, we pride ourselves on high levels of pastoral support. Please contact the staff to share any concerns you may have or discuss issues which may impact on the wellbeing of your child in order we can work in partnership with you.

The class teacher or the Depute Headteacher for your child's stage is the first point of contact.

- **Nursery-P1: Eleanor Dickson**
- **P2-P4: Jonathan Baxter**
- **P5-P7: Mark Aitchison**

Transitions – Moving to a New School or Leaving School

This section also gives information about transition.

There are also details about making a placing request to another school.

Nursery Class Provision

The school's nursery class provides 60 places for children aged 3 - 5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools offer a high-quality educational experience and hope to work with parents and carers to support their children.

Primary to Secondary Transfer



The associated secondary school for Flora's is Broughton High School. Visits are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address.

Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen by the end of September in the year preceding the move.

Throughout Primary 7 a programme of transition helps children prepare for the move. This is supported by the P7 DHT, Class Teachers and the Learning Community Transition Teacher – James Prowse.

Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered, but if we receive your application form after **24th December** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for their sibling. This could mean parent(s)/guardian(s) have children attending different schools.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Further information

Further information on school placing requests can be found on our website at:
http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Section Five – School Improvement



The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education, and Children's Services.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Annual documents reporting on Flora's Improvement Progress last session and plans for this session, including a parent friendly version of the document, [can be found on our website here.](#)

These main documents below are on our website. Click to open.

[Flora's Standards and Quality Report 25-26 - Full version](#)

[Flora's School and Nursery Improvement Plan 26-27 - Full Version](#)

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.



Glossary/Acronyms

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputies in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).

BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional Language. This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers. See PSA/PSW too.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
CPM	Child's Planning Meeting	A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and co-ordinated. This will explain what should improve for the child, the actions to be taken and why the plan has been created. The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation

		and the child's needs, the lead professional may also be their named person. The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
CT	Class Teacher	Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.
CYPADM	Children and Young People Acute Deterioration Management	A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the Head Teacher as necessary and will have responsibility for leadership and management of colleagues.
DO	Development officer	Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
D of E	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement
EAL	English as an Additional Language	A learner of English as an Additional Language is a pupil whose first language* is other than English. This includes children and young people: - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home

		* The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.
EE	Enhanced enrolment	Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.
EP	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
ERG	Education Resource Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
ESOL	English for Speakers of Other Languages	ESOL is studied by those whose first language is not English. SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools. ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.

EYO/EYP	Early Years Officer/ Early Years Practitioner	EYOs and EYPs make up most of the staff who work in nurseries and pre-school settings in Scotland.
FE	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as well as work-based learning or in adult and community learning.
FEF	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.
FLO	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child's learning.
FSM	Free School Meals	
FTE	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.
GIRFEC	Getting it Right for Every Child	A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work. The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.
GRT	Gypsy Roma Traveller	The term Gypsy, Roma and Traveller is used to describe a range of ethnic groups or people with nomadic ways of life, including: • Gypsy Travellers (English, Welsh, Scottish, Irish Romany people) • Roma (more recent migrants in the UK from Central and Eastern Europe) The term Traveller can also refer to groups that travel (e.g. New Travellers, Boaters, Bargees and Showpeople) however these are not ethnic groups.
GTCS	General Teaching Council for Scotland	The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualified and GTCS registered teachers.
GUS	Growing Up in Scotland	Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of

		the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HESS	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.
HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
HNC/ HND	Higher National Certificate/ Higher National Diploma	Higher National Certificate (HNC) and Higher National Diploma (HND) are advanced qualifications equivalent to the first two years of study at university. They are offered by colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
HT	Head Teacher	Also known as a rector, the Head Teacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the use of whiteboards - as an administrative tool.
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.
LAC	Looked After Child	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'.

		There are many reasons children may become looked after, including: • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system
LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.
NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university. In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is. In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.

NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
OT	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
PEEP	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Head Teachers can use their judgement to support other children in their school who are affected by poverty. For every child that is registered, the school will receive £1,200 in addition to their normal budget. The Head Teacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.
PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.

PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.
PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA/W	Pupil Support Assistant/Worker	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Improvement Education Officer	Usually, a local authority education officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	
RSHP	Relationships, Sexual Health and Parenthood	

SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap. It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.
SALT/SaLT/S LT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.

SLS	School Leaders Scotland	A union for Head Teachers and depute Head Teachers.
SLT/SMT	Senior Leadership Team/ School Management Team	Usually includes the Head Teacher and depute head teachers; may also include the business manager and principal teachers.
SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SQIP	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
UCAS	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.
UNCRC	United Nations Convention on	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.

	the Rights of the Child	
VOICE		A teaching union
VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.
VSE	Validated Self-Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YAD	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
YPPM	Young Person Planning Meeting	See CPM

The information in this school handbook is considered to be correct at the time of publication (**October 2025**), however, it is possible that there may be some inaccuracy as the school year progresses.

Parent/Carer Feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the handbook next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: _____

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

*Steven Eagleson
Headteacher
The Flora Stevenson Primary School*