



Handbook for Parents & Carers

2022-23

Welcome To Lawfield Primary School Handbook For Parents & Carers 2022/23
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Introduction from Mrs Diggle, our Head Teacher



Dear Parent/Carer,

I am delighted to welcome you and your child to Lawfield Primary School and ELC. I hope that your association with the school as a partner in your child(ren)'s learning will be a happy and satisfying one, enabling us to work together to provide the best educational opportunities for your child. As the world continues to recover from the Covid pandemic, we want to reassure you and your children that we continue to follow all advice and guidance from our partners in Health in order to keep our children, staff and families safe at Lawfield.

With that in mind, this handbook provides parents and carers with key information about the school. If you have any questions which are not answered in the following pages, or if there is anything else you would like to see included in the handbook, please let me know. You can get in touch with me directly about any aspect of your child's school life by completing the [Get In Touch](#) form on our [website](#).

If you have not yet visited our school, I would encourage you to arrange a visit as this is the only way that you will get a true impression of our school and its wonderful facilities.

At Lawfield we consider mutual trust, understanding and partnership between parents/carers, our pupils, and the school team to be important in helping to make a child's experience here both happy and successful. We actively encourage parents'/carers' involvement and support in their child's education. We will start our school year with a strong focus on our school improvement priorities:

- Raising Attainment
- Equity & Inclusion, including Nurture
- Enhancing Learning, Teaching & Assessment using Digital Technology
- Improving Early Learning & Childcare through self-evaluation

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

We look forward to working with you and your child(ren) and wish you a safe and healthy year.

Mrs Zena Diggle
Head Teacher

August 2022

Basic Information About the School

SCHOOL CONTACT DETAILS:

Head Teacher: Mrs Zena Diggle
Lawfield Primary School
26 Lawfield Road, Mayfield, Dalkeith, EH22 5BB

Telephone: 0131 271 4620

Email: lawfield_ps@midlothian.gov.uk

Website: lawfield.mgfl.net

Twitter: @LawfieldPS

App: Primary School App (LawfieldPS, Pin-1604)

ASSOCIATED HIGH SCHOOL

Head Teacher: Mr Gibb MacMillan
Newbattle High School
Telephone: 0131 663 4191

PUPIL ROLL

Primary: 336 pupils in 14 classes with additional P1-7 Enhanced Class
Nursery: 64 pupils at time of printing. (Capacity for 64 full time)

THE SCHOOL DAY

	<u>Monday to Thursday</u>	<u>Friday</u>	
Primary 1 -2	8:50am-12:15pm and 1pm – 3:20pm	8:50am - 12:05pm	Morning interval for P1 to P7 each day is from 10:30am – 10:45am
Primary 3 - 7	8:50am - 12:30pm and 1:15pm - 3:20pm	8:50am - 12:05pm	

<p>Nursery</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>All children will need:</p> <ul style="list-style-type: none"> - Writing materials - Indoor shoes - PE Kit and trainers (if outdoors for PE) - Art Overall (or old shirt) - Healthy Snack - Appropriate clothing for outdoor learning (wellies, waterproof jacket, etc) </div>	<p>Full Time: Monday – Thursday 8.30am – 3.00pm Friday 8.30am – 12.20pm</p>	<p>Morning Session 08:30am – 11:30am</p>	<p>Afternoon Session 1pm to 4pm</p>
	<p>Drop off: our doors are open from 8.30am–8.50am</p> <p>Pick up: 11:15am-11:30am</p>	<p>Drop off: our doors are open from 1pm – 1:20pm</p> <p>Pick up: 3:45pm-4pm</p>	

We ask that your child is in Nursery by 8:50am or 1:20pm at the very latest (unless otherwise agreed with staff) to allow us to work with the children in the best way. It is very disruptive for children when staff are leaving their group to answer the door.



School Session Dates 2022/23

AUG 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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JAN 2023						
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MAR 2023						
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APR 2023						
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MAY 2023						
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JUN 2023						
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JUL 2023						
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30	31					

 School Closed/Holidays

 Teachers In-Service Day (Closed for pupils)

Lawfield's Staff Team

Senior Management Team:	
Head Teacher	Mrs Zena Diggle
Depute Head Teacher	Mrs Lisa Spence
Depute Head Teacher	Mr Michael Egan
Principal Teacher – Early Level	Ms Hazel Whitefield
Principal Teacher –1 st Level	Mrs Magda Robertson
Principal Teacher (Acting) – 2 nd Level	Mr Stephen Mells
Teaching Staff:	Class/Remit
Miss Hazel Whitefield & Mr David Arnott	P1a
Mr Stuart Gray	P1b
Mrs Elaine Mack & Miss Emma Patterson (to Dec 22) then Mrs Fiona Anderson	P1c
Miss Katie Hart	P2a
Miss Francesca Donaghy	P2b
Miss Shannon Armour	P3a
Mr Edward Johnson	P3b
Mrs Magda Robertson	P4
Mrs Clare Reeves	P5a
Mr Enrique Castillo	P5b
Mr Stephen Mells	P6a
Mr Thomas Algie	P6b
Mr Stefano Peccerillo	P7a
Miss Danijela Rae	P7b
Miss Hazel Whitefield Mr David Arnott Mr Matthew Reid	Support for Learning Teachers
Specialist Teachers:	
Ms Kirsty Lee	NCCT
Inclusion & Wellbeing Class	
Ms Karen Dodgson	Class Teacher
Mrs Ita Inkster	Learning Assistant
Mrs Janette Patterson	Learning Assistant

NURSERY TEAM:

Early Years Manager Excellence & Equity Lead	Emma Murray Shevaun Erskine
Senior Early Years Practitioners	Tammy Anderson Madelaine Kirkwood
Early Years Practitioners	Nicola Richardson Debbie Robertson Jayne Scott Tricia Forfar Rebecca McCluskey Eve Spasova Abbie Drummond Louise Elrick
LA Early Years	Abbie Nicholson Holly Anderson Karen Wightman
Modern Apprentices	Holly Cunningham

SUPPORT STAFF:

Administrative Assistant	Mrs Carlyne Hay
Office Support Assistant	Mrs Aurora Mancini
Wellbeing & Inclusion Officer	Mrs Hannah McIntyre
Home School Practitioners	Mrs Kayleigh McCluckie Miss Hellen Gray
Janitor	Mr Grant Glover
Learning Assistants	Miss Amy Keenan Mrs Cheryl Moffat Mrs Maureen Morrison Mrs Amanda Oldham Mrs Lyn Ross Mrs Kayleigh McLuckie Miss Laura West Miss Hellen Gray Miss Sarah Kennedy Miss Ita Inkster Miss Jen Watson Mr Jamie Monaghan Mrs Lisa McMillan
Early Years Practitioners – Early Intervention	Mrs Alma Bodie Mrs Cath Harding
Playground & Dining Hall Supervisor	Mrs A Campbell
Youth Worker	Mr Jamie Monaghan
First Aider	Mrs Cath Harding Mrs Alma Bodie

Enrolment Information

ENROLMENT TO PRIMARY 1

Enrolling your child is relatively simple. Midlothian Council will send information to all households in which a child is of age to begin their primary education in August 2022. In respect of any requests for enrolment to a school outwith a local catchment area, information is also provided. Midlothian processes all such requests centrally, advising parents of the decision, normally in early April. **You should enrol/register with your local catchment school even if you are planning to put in a placement request for a different school.**

Registration week takes place during November. You should provide the following:

- Proof of address
- Your child's birth certificate
- Details of your child's doctor
- Emergency contact numbers including mobile numbers

Should it not be possible to come to school during the registration week, alternative arrangements can be made through contacting the school. In May, if you are out-with the catchment area, you will be contacted by Mrs Spence (our Depute Head Teacher with responsibility for the early years) when the school has confirmation from the Education Department that your child has been granted a place at Lawfield.

STARTING PRIMARY 1

The first year in school is extremely important in your child's education. We aim to make this an enjoyable, successful and secure time for children. Before the school's summer break, we began Transition into P1. This was a great success and gave the children an opportunity to see the school, become familiar with their new classroom and meet their teacher and other adults with whom they will be working. The transition programme also included an opportunity for our parents and the school to discuss and prepare for the early experiences of Primary 1. This provides a more secure beginning, allowing staff time to meet children individually and providing parents with an opportunity to talk to teachers.

ENROLMENT INTO PRIMARY 2 – PRIMARY 7

Enrolment to P2 - P7 stages simply involves requesting and completing the enrolment forms. This may need to be done via email – see address on page 4. Providing there is capacity in the class, a place will be offered. We encourage visits before enrolling to view the school and to meet key members of staff. An opportunity to visit may be discussed by phoning the school on 0131 271 4620.

TRANSFER TO HIGH SCHOOL

At the end of their Primary 7 year, pupils normally transfer to Newbattle Community High School. Parents of Primary 7 children have been informed of the transfer arrangements for this year. There is a close exchange of information between the High School staff and Primary 7 teachers. This is done to ensure that the transition from primary to secondary school is an easy and happy process for the learners and parents/carers.

Midlothian Educational Aims



All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.

Our vision is underpinned by agreed value statements that support our joined up and collective efforts to achieve improving outcomes for children, young people, families and our communities.

To enable our vision we will strive to:

- ensure Midlothian is a great place to support children, young people and adults to grow and develop;
- support children, young people, adults and families utilising high-quality local resources, including accessible and inclusive environments;
- develop a trauma informed system that focuses on *safety, trust, choice, empowerment and collaboration*;
- embed a *Nurture* approach that is based on a culture of acceptance, kindness and positive relationships – for our children, young people, adults and staff;
- A *Person Centred approach* – which acknowledges children, young people and adults are part of a system, a family and a community. We will view a child, young person or adult and their needs in context;
- Focus on supporting children, young people, adults and communities to engage with local activities and *lifelong learning* thereby securing achievement in its widest sense;
- *Decision making* that is *compassionate* and *needs-led*, acknowledging every child, young person, parent and carer is an individual;
- Establish consistent, *transparent communication, engagement and co-creation* with stakeholders to ensure the views of children, young people, parents and carers are an active part of the decision making process;
- *Effective collaboration* that recognises and respects each other's skills, knowledge and experience to support a shared focus on positive outcomes for children, young people, adults and families Including actively partnering with our communities and third sector supports;
- Invest in our staff by providing support and time to enable development and training; and
- Establish strong value-based leadership that models the values and evidences commitment to the vision.

Lawfield Primary School Vision, Values & Aims

Our School Vision

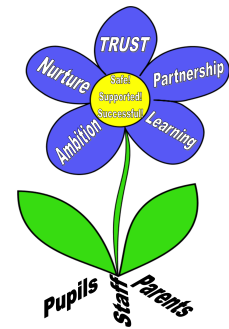
During last session we reviewed our school's Vision in partnership with parents, carers, staff and pupils. Our vision is that all our learners and those who support them are:

Safe, Supported & Successful

Our School Values

At Lawfield Primary School our values are reflected in the acronym PLANT; we believe in the importance of:

- **P**artnership
- **L**earning
- **A**mbition
- **N**urture
- T**rust



At the root of the PLANT are our pupils, staff and parents.

Our School Aims

- To provide a broad and balanced curriculum for all pupils ensuring continuity and progression.
- To enable every pupil to achieve his/her best.
- To provide motivating and challenging learning and teaching experiences for every pupil.
- To nurture and care for every pupil, supporting and challenging them appropriately.
- To promote positive relationships between school, home and wider community, based on mutual trust, respect and tolerance and shared responsibility.
- To work together as a successful team, planning, motivating and leading effectively in all aspects of school life thus ensuring continuous improvement and achievement for all.



Our Curriculum Rationale

CURRICULUM FOR EXCELLENCE

We aim to bring **learning to life** and **life to learning** for all our learners, regardless of circumstance.

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

Curriculum for Excellence enables professionals to teach subjects creatively in a variety of contexts, to work together across the school and with other schools, to share best practice and explore learning together. Every child at Lawfield has access to a digital device (Ipsads in early years and Chromebooks from First to Second Level) in order to enhance their learning opportunities.



Our teachers will share information with you and with each other, in order to effectively plan a child's 'learning journey' from 3-18, helping their progression from nursery to P1, primary to secondary and beyond. Their learning journey is recorded and communicated through our Learning Journals Online.

We aim to ensure any transition is smooth. We will ensure children continue to work at a pace they can cope with and at a level of challenge they can thrive on. Our Curriculum for Excellence seeks to balance the development of knowledge, understanding and skills. Every child is entitled to a broad and deep general education, whatever their level and ability.

Our Curriculum develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom and takes learning beyond the classroom making learning relevant and helping young people apply lessons to their life beyond the classroom. To this end, we are committed to providing learning experiences using our digital resources as well as ambitious teaching techniques and learning support strategies.

Our Curriculum links knowledge across subject areas, helping children to understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

SUPPORT FOR LEARNING

Individual support for learning is available to help pupils fulfil their potential and make the most of their opportunities whenever that is needed. At Lawfield we strongly emphasise the importance of looking after our children's health and wellbeing, to ensure that the school is a place where children feel safe and secure. Nurturing and supporting our children to feel good about themselves and confident as learners, is a key aim at Lawfield and something which we pride ourselves on being able to do. Lawfield has received Bronze and Silver Awards for being a 'Communicating School' following our whole-school focus on inclusive communication practices.

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

A BALANCED EDUCATION

The curriculum at Lawfield reflects our aims to identify and address individual needs in a 'whole child' context. Lawfield's policies are working interpretations of Scottish Government and Midlothian Council's guidelines for schools.



Throughout our programmes of study there is an emphasis on purposeful learning. Teaching and learning are placed within a 'real world' context wherever possible, providing a practical framework for mastering the basic skills and knowledge required.

PROGRESSION

Your child will be encouraged to work and develop at a pace most compatible with his/her own needs. Clearly this means a different pace for different children. A child's rate of progress can vary as he/she moves through school, so there is always flexibility regarding the group within which your child is working. In addition, children are not necessarily grouped by ability. The important thing is that your child progresses at a rate and in an environment in which they can be challenged and achieve success.

The following sections give a general description of the content of each of our curricular areas.

Mathematics & Numeracy

Maths is all around us and we strive to ensure that our pupils develop an awareness of the real life practical application of the mathematical skills they learn. Children have opportunities to learn cooperatively with others, as well as independently.

At Lawfield Primary School, we follow the Midlothian Numeracy Progression (MNP) which incorporates SEAL (Stages of Early Arithmetic Learning) to support our programme. We also use an active learning approach in mathematics and numeracy. In doing so, we:

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



We make full and effective use of digital technology and a wide range of practical equipment to enhance our pupils' learning experiences. Our mathematics curriculum at Lawfield aims to develop in our pupils the ability to confidently:

- Interpret information
- Reason logically
- Analyse information
- Solve problems
- Think creatively
- Think abstractly

These skills are taught within the following areas of mathematics:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

Shape, position and movement

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

Information handling

- Data and analysis
- Ideas of chance and uncertainty.

Languages & Literacy Across Learning

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



Listening: Essential in any learning process and we encourage children to develop good listening habits from an early age. Activities are planned to develop skills in listening for a variety of purposes. These include listening for information and instructions, as well as listening for pleasure. We aim to develop pupils' ability to become effective and critical listeners, able to reflect upon ideas, experiences and opinions and respond in an appropriate way.



Talking: Having the confidence to share information, ideas and opinions is an essential life skill. Our pupils are given many opportunities for discussion and dialogue to help

them reinforce concepts and clarify new ideas. We value giving pupils the opportunity to ‘talk through their thinking’. Spoken activities are a regular part of the class routine and opportunities are planned to allow pupils to develop talking skills for a range of purposes and in a variety of situations, one to one, small groups and larger audiences.

Reading



Reading is taught in a structured way which aims to ensure that children experience success and enjoyment of books from Primary 1. The Read, Write, Inc. Literacy Programme is used at the early stages combined with practice in recognising common words, and use of illustrations and context.

Our reading programme uses an extensive range of resources at the centre of which are the Read, Write Inc, Accelerated Reading and the Project X Reading Programmes together with an increasing range of supplementary readers and novels. We also have a wide range of colourful and attractive books both for recreational reading and reference purposes. Emphasis is placed on the importance of understanding the text at all stages and, as pupils become more fluent readers, activities are designed to develop increasingly sophisticated comprehension skills.



Writing: A wide range of skills are required to be mastered for children to become fluent writers. We often find that children who are keen readers are better writers, absorbing and using ideas to develop their own writing style. Personal writing about their own experiences, imaginative writing and functional writing of reports, instructions, letters etc. require children to be able to write in different styles for different purposes and audiences. We use the “Talk 4 Writing” approach together with progressive Programmes to develop technical skills in handwriting, spelling, grammar, punctuation and sentence structure.

Modern Languages

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

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

Science, STEM & Social Studies

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



SCIENCE & STEM Education

Today's society demands increasing skills in STEM - Science, Technology, Engineering & Maths. Lawfield's pupils are given opportunities to observe and explore basic scientific principles and use their skills to adapt or design solutions to problems. Our science lessons are designed to stimulate the interest and motivation of our pupils and we strive to plan challenging, engaging and enjoyable learning activities. We take advantage of opportunities for study in the local, natural and built environments, looking for opportunities to deepen our pupils' knowledge and understanding of the big ideas of STEM. Children are encouraged to appreciate the wonders of nature and develop responsible attitudes towards the natural environment. Above all, at Lawfield we nurture our pupils' natural curiosity and their desire to create and work in practical ways.

SOCIAL STUDIES

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

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

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

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

Technologies

At Lawfield, technology is not seen as a subject in isolation. The development of specific computer skills is taught from Nursery onwards and will include word processing, desktop publishing, databases, spreadsheets, CD ROMs, position and movement as well as the use of email and the internet

Technology is an important part of everyday life and our pupils are given many opportunities to use many types of technology to assist and enhance their learning in school. We ensure all our children learn how to use the internet safely and securely. The use of ICT is integral to learning

and teaching and is a stimulating and creative tool. No more so than now, during the Covid-19 pandemic when all our children will be learning digitally from home for part of their school week.



Lawfield learners use iPads and Chromebooks. In addition, we have 3 Promethean Boards as well as Interactive Smartboards in every classroom, providing pupils with a visual and interactive way of learning that is fun and engaging. Design and technology also provides an active and fun approach to learning. We use a wide range of contexts for learning about technologies and strive to offer opportunities for personalisation and choice for our pupils. We look for opportunities for learning about technologies through other curriculum areas so that our pupils can see the connections across and between subjects.

The technologies curriculum covers six main areas:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics

Expressive Arts

At Lawfield we have a dedicated Expressive Arts room which is very well resourced. Within the balanced curriculum, the Expressive Arts play an important part in children's development by encouraging their imagination, creativity and enjoyment. Through activities in **Art and Design**, **Dance**, **Drama**, **Music** and **Participation in Performances and Presentations** children are also helped to understand themselves and others by sharing and expressing thoughts, feelings and experiences.

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

ART AND DESIGN

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

DANCE

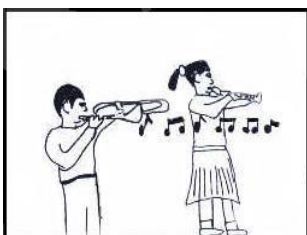
Through dance, Lawfield's pupils have the opportunity to be creative and to experience inspiration and enjoyment. Our pupils enjoy creating, performing and taking part in dance which contributes to their physical education and physical activity. We encourage our pupils to develop their technical skills and the quality of their movement, and use their imagination

and skills to create and choreograph dance sequences. We also encourage our pupils to evaluate performances and comment on their work and the work of others.

DRAMA

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

MUSIC



All pupils have the opportunity to enjoy taking part in music making through singing and playing percussion instruments. Listening to music is an important part of developing their knowledge and understanding, as well as encouraging a lifelong interest and enjoyment of music. Music is an important part of our assemblies, as well as school and community concerts. We encourage every pupil to take part in these.

This year we will be introducing a new music programme, providing the children with stimulating and varied musical experiences. Children will also have the opportunity to join our Lawfield Choir which is led by Mr Arnott.

Some children, where appropriate, may benefit from input from our Music Specialists in Brass and Woodwind. It is not possible to offer tuition to all in these instruments, so a selection process is used. The criteria for selection are: availability of instruments, musical ability and physical development. A child may only receive instruction in one of the instruments above. The instrumental tutors make the final selection of the most suitable instrument.

We have a number of pupils who play musical instruments. The children and instrumentalists sing and play at various musical events for parents and the wider community.

The school strives to promote, through practical and creative activities, an enjoyment of music.



Health & Wellbeing

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

Milk is available to all children after break time, fresh fruit is provided for P1 and P2 pupils and school meals provide a balanced diet designed by both the local authority and the Health Trust. We also have a Toast/Smoothie Bar which is run by our P6 and P7 pupils in partnership with our Parent Council and offers toast or smoothies (depending on season)

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once a week to our P3-7 pupils. The opening of this will depend on health and safety guidance in relation to Covid-19.

We aim to help our pupils become more aware of their own identity and build positive relationships with others.

The main themes in our programme are:

- Food & Health
- Mental, Social, Physical and Emotional Wellbeing
- PE, Physical Activity and Sport
- Planning for Choices and Change
- Relationships, Sexual Health and Parenthood
- Substance Misuse



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

PHYSICAL EDUCATION:

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

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

Each child receives 2 hours of PE per week. If, for any reason, you do not wish your child to receive P.E. in any week please send a note.

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

In all of this, we want to find a balance between helping children try their hardest and also develop a sportsmanlike attitude. There are also opportunities for children to meet up with children from other schools through sport. We benefit greatly from having an Active Schools Co-ordinator, who supports many additional Health and Fitness opportunities for the children and encourages new activities in all the Midlothian schools. Our Active Schools Coordinator is supported by Junior Active Schools Coordinators who are lead learners, usually from second level (P5-7).

Health Education permeates our whole school ethos. Our school meals service promotes healthy ingredients and healthy choices. Personal and Social Development is a fundamental aspect of the education of the whole child. It is concerned with the development of life skills.

Through our school aims and curriculum, we promote positive self worth and a regard for the value and needs of others, developing in our pupils the skills necessary to enable them to make informed healthy choices throughout their primary school years and beyond.

Religious & Moral Education

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



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

Enterprising Skills for Life & Work

Developing the Young Workforce is a seven-year programme introduced by Education Scotland that aims to better prepare children and young people from 3–18 for the world of work. This programme builds on the foundations already in place as part of Curriculum for Excellence and aims to reduce youth unemployment. All of Scotland's young people are entitled to an educational experience that is relevant to the world of work.

Enterprise in education is a child-centred approach to encourage opportunities which support the development of capable and confident learners, who will have a 'can do' attitude in everything they do. Each year, every class from Nursery to Primary 7 will be involved in an enterprise project which can range from a business, community or environmental focus. A significant part of this learning will be financial education. All pupils are involved in making products for our Christmas Fayre every year.

Homework

It is school policy to give the children some work to do at home. This provides opportunities for the pupils to practice, reinforce or research the work being undertaken in school. It develops good study skills and can provide opportunities for you to work with your child, praise their progress and/or to sample the kind of work he/she is doing in school. **Children who are supported and encouraged by their parents/carers to complete their homework tend to be more confident and capable learners in school.**

We cannot stress enough the importance of parents/carers supporting children with their homework. Parents are asked to check their child's Online Learning Journal daily. From here you will see what homework is set and you will be able to comment on your child's work and/or ask questions of their teacher.

At times we are asked by parents for advice as to how much help to provide and the length of time the children should be allowed to complete work. The following information outlines school policy. In addition, a letter from each class teacher is sent out near the beginning of each session, identifying the kinds of homework you can expect your child to bring home throughout the session, together with suggestions on ways of supporting your child.

Homework in Primary 1 and 2:

Reading practice should be for around 5-10 minutes (or a little longer if your child wants to continue or to play reading games). Reading together should be a positive, regular, sharing experience for all involved. Should it become stressful for either adult or child, please contact the teacher. Pupils will also be expected to consolidate sounds, practice blending sounds, spelling words and learning sight words to help fluency in Reading. The children may also, at times, be asked to carry out some simple writing or number exercises or research linked to topic work – again, only five to ten minutes long.

Homework in Primary 3 to Primary 7:

In addition to any regular reading task, 10-15 minutes of homework is set for Primary 3, progressing to approximately 30 minutes for Primary 7. The work given will meet your child's ability and be designed to be completed within these times. Depending on what you feel is acceptable, your child may spend more time than this. However, should your child apply himself/herself fully to a piece of work but have difficulty in completing their tasks within a reasonable period of time, please do alert us to enable home and school to work together to address any concerns. Homework is not normally allocated at weekends.

As already stated, parents play a very important role in supporting homework, in the interest shown and in checking homework is completed regularly. Your child should normally be able to attempt all the set work on his/her own. ***Please do not hesitate to contact your child's teacher should there be any concern over any aspect of your child's homework. We strongly recommend discussing any matters of concern at an early point.***

Supporting Pupils with Additional Needs

Midlothian Council policy 'Education for All' promotes the provision for all children in mainstream education. Further information is provided in a guide for parents, carers and young people 'Education for All.' Should parents wish a copy or additional information on 'Education for All' the first point of contact in our school is either Mrs Spence or Mr Egan,

our Deputy Head teachers, or Miss Whitefield, the Principal Teacher with responsibility for support for learning. Further information is also available through a range of support services, in different formats and in different languages. Please do not hesitate to ask for advice on this.

Referral Process

In Midlothian, any additional support needs are identified and assessed using the Authority's ASN Level of Need Matrix. Should a Lawfield pupil have exceptional needs beyond the resources available to the school, with parent/carer consent, we can access the following:

- Support from third sector partners - art/play therapy;
- Enhanced Primary Provision - this is a provision held within our own school to provide support for those children who find accessing their learning in a mainstream classroom a challenge.
- Outreach Support - enhanced nurture outreach through Midlothian's Inclusion & Wellbeing Service.
- Complex Needs Enhanced Provision - placement requests must go through the Education Resource Group (ERG) process.

In addition to contact with school to highlight a concern parents also have entitlement to make a request for an assessment to The ASN Officer asnofficer@midlothian.gov.uk Education Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG.

The additional support needs of these identified children and young people are recorded on Seemis, the authority's secure management of information system. 'Enquire' offers independent, confidential advice and information on additional support for learning.

Contact details are:

Telephone Helpline: 0845 123 2303
Email Enquiry Service: info@enquiries.org.uk

Advice and information is also available at www.enquire.org.uk

Early Intervention

If, at the time of enrolment, you know that your child has any kind of additional support need, please discuss these with the school as soon as you can. This will ensure that staff are able to provide appropriate support for your child as soon after they start at Lawfield as practicable.

Every class teacher has regular Attainment Meetings with the Head Teacher and each individual pupil's progress is discussed at these meetings. This enables us to identify any support needs as quickly as possible.

Including All Pupils



Midlothian has a policy of ensuring the inclusion of pupils with additional needs, including pupils with significant special needs. One of our stated aims is to *'motivate and encourage children to achieve their full potential - academically, socially, morally and emotionally.'* However, it is recognised

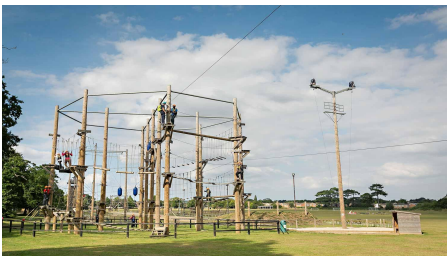
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that some children may require additional time and resources to meet their needs. Direct support may involve working with pupils out with their class but is most frequently classroom-based. Our learning support teachers, learning assistants and class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

Working with Parents to Support Learning

Parents and pupils are involved in setting up, where appropriate, a Child's Plan or an Individual Education Plan for their child. This identifies specific and measurable long and/or short term targets, in consultation with school staff and potentially outside support agencies. The school will also agree with parents a regular arrangement for monitoring pupil progress in their targets and the arrangements and timescales for meetings with school staff and any outside agency staff who may be involved in supporting a pupil.

The Wider Curriculum



Within our limits of time and cost, all classes are encouraged to use the wider environment to provide a 'real world' context for learning. In an average year, classes will either go on visits to places and events such as the theatre, industrial and historical locations, museum or zoo, or have specialised workshops visit the school. All outings are advised in advance by letter and permission is required.

We do, however, ask parents to complete a form annually which allows us to take children out into the surrounding environment and local community. This information is then updated by the school on an annual basis to ensure any additional medical matters are brought to the attention of the school.

Residential

It is our school policy to offer a one-week residential experience to all Primary 7 stage pupils. This year we will be taking our P7s to Benmore Outdoor Learning Centre near Dunoon.

While on residential, the children will participate in a variety of outdoor activities such as climbing, abseiling, forest walking, archery, orienteering and compass work. The cost of the P7 Residential will be kept to a minimum and we will communicate this as soon as we can. Payments can be made in instalments through ParentPay.

Extra-Curricular Activities

Activities on offer to the pupils before and after school vary from year to year since the pattern of activities depends on the changing expertise and interests of staff and pupils.

We also work closely with our Active Sports Coordinator, to provide more expert coaching in a variety of sports including lunchtime or after school clubs. As activities become available, we will communicate details to pupils, parents and carers as soon as possible by letter and social media. All activities, dates and times are shown in our App calendar - please ensure you have downloaded this and access it regularly.





Bikeability Training

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

Assessment and Reporting On Pupil Progress

ASSESSMENT IS FOR LEARNING

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

Formative Assessment

Teachers use a range of formative assessment strategies in the course of their daily work, to engage pupils more closely in their learning. Teachers share learning intentions and success criteria and agree targets with pupils. They encourage pupil self-assessment and peer assessment. Every child in school receives a Curriculum Overview at the start of every teaching block outlining the planned learning. They also receive their Learning Journal Online which is used to help our learners monitor and plan their progress in their learning. All parents and carers should access their child’s Learning Journal Online regularly - please contact Mrs Spence (DHT) if you are having any difficulties accessing this.

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

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

Summative Assessments

PRIMARY 1: We begin assessing pupils initially in the first weeks of Primary 1 and carry out the Scottish National Standardised Assessment (SNSA) for P1 in April/May.

PRIMARY 2 to PRIMARY 7: To help us track individual pupil progress from Primary 2 to Primary 7, we carry out Scottish National Standardised Assessments (SNSAs) in P1, 4 and 7 and other nationally approved standardised assessments in literacy and maths in all other classes.

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

Reporting to Parents

Three formal parent/teacher consultations take place each session – one per Term. During these consultations, you will have a conversation with your child's teacher centring around their Learning Profile. This will show how they are progressing in their learning across the curriculum. This also gives the opportunity for you, your child and their teacher to discuss next steps in learning and to set targets. This ensures that in each school term parents are provided with meaningful information on their children's progress.

Should you have a concern over any aspect of your child's progress and well being in Lawfield, at any time in the school year, please do not hesitate to contact the school at any point to arrange a meeting. Similarly, it is our policy to contact parents at an early stage to support a pupil's learning and/or pastoral needs. Lawfield strongly promotes a positive, active partnership between home and school. Parents are also welcome to make an appointment at any time to discuss their child's progress with the class teacher.

The National Improvement Framework

The National Improvement Framework has the following key aims:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed. The Scottish Attainment Challenge will help to focus our efforts and deliver this ambition.

The Purpose of the National Improvement Framework is to:

- Drive improvement for children, with a clear focus on raising attainment and closing the gap.
- Set out the priorities that everyone needs to be working towards, and the measures and support that will help deliver these.

The following are the priorities referred to above:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Everyone at Lawfield Primary School is committed to achieving these priorities for the good of the children in our school community.

School Policy On Uniform

All children must wear our school uniform. Our school wants to promote a strong positive image in our community. The Lawfield logo and colours are part of the community's traditions and we hope your child will be proud to wear them. Our uniform forms an important part of the ethos of the school, encouraging a sense of identity and belonging to a team. We believe that pupils arriving at school in school uniform, demonstrate a readiness for their working day. We appreciate the support of all parents in the matter of promoting our uniform.

LAWFIELD PRIMARY SCHOOL DRESS CODE

P1 to P6:

- A red sweatshirt or jumper with or without the school logo
- A red, navy or white polo shirt
- A white shirt and Lawfield tie
- Girls can wear navy, grey or black trousers, skirt or pinafore
- Girls can also wear a red, navy or black checked dress in summer
- Boys can wear grey, navy or black trousers or shorts
- All children wear black shoes (not trainers)
- For PE lessons pupils are required to wear shorts/jogging bottoms, a t-shirt or polo shirt (no team logos) and appropriate footwear

For the purposes of good discipline, *football or rugby team tops* are not permitted at school. Any other sportswear may be worn for PE lessons. For health and safety reasons, false nails, or extensions are not permitted and jewellery or dangling earrings should not be worn in gym lessons.

For P7 Pupils: As above but with their chosen sweatshirt/hoodie (designed by them in their P6 year) and a navy or white polo shirt.

School dress costs the same as, or less than, many other kinds of clothing, particularly brand wear or designer items, the wearing of which can result in competition or peer pressures.

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

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

COST OF UNIFORMS

We encourage the exchange and re-use of 'pre-loved' uniforms to ensure waste and costs are kept to a minimum. We provide a large amount of preloved uniforms for free - please contact our Home School Practitioners or school office to access this.

The Authority operates a scheme of clothing grants to assist parents/carers. Families in receipt of Income-based Job Seekers allowance or Income Support or Child Tax Credit but not Working Tax Credit (within the limit of an annual income up to £16,000) will automatically qualify for such a scheme. Other cases will be determined by the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form, which is available from this school, or the Education Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

We have tried to keep the cost of uniforms to a minimum and, in partnership with MAEDT (Mayfield and Easthouses Development Trust) we are able to make uniforms and other essential items of clothing free to those who need it. Access to this service is discrete and easy. Please contact our Home School Practitioners for information.

Pupil Voice



From the earliest stages, pupils are encouraged to develop responsibility and be involved in decision-making. At the start of each session, with their teacher, the pupils identify and agree classroom rules which they feel will promote a safe, healthy and productive working environment. Discussions in class build on an ethos of trust and openness. They provide opportunities for pupils to raise matters of interest or concern in

school life, again enabling pupils to feel an integral part of the decision-making process.

In addition, each session, pupils may be elected to serve in one of the following roles:

- Junior Road Safety Officers
- Junior Active Schools Coordinators
- Bike Crew Members
- Pupil Council Members
- Eco Committee Members
- House Captain & Vice Captain



School rights, Responsibilities and rules.

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

We believe that:

- Everyone has the right to feel safe, and the responsibility to keep themselves and others safe.

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

In Lawfield Primary School, appropriate relationships and behaviours will be established and maintained using our Relationships & Behaviour Policy which can be found on our website and our App.

SUPPORT FOR FAMILIES

Home School Practitioner (Please contact Kayleigh McLuckie our Home School Practitioner)

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

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

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

www.antibullying.net

www.anti-bullyingalliance.org

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

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

Houses

We have 4 Houses at Lawfield Primary School:

Dalhousie

Crichton

Melville

Borthwick

- House Points are given by QR codes, collected by our P7 House Captains on Thursday each week and are shared at weekly assemblies.
- Points for houses will also be won at the various inter-house events we have throughout the year.

School Attendance

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

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

Each pupil's attendance is monitored regularly and during the course of the session, the Head Teacher will let parents/carers know by letter if their child(ren)'s attendance has fallen below 95% and/or they have had a significant number of 'lates'. We feel that it is important to keep

parents/carers up to date with regard to their child's attendance in order that we can ensure the best possible access to learning for every child.

Persistent Poor Attendance or Lateness

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

- Our Home School Practitioner will contact you to discuss how we can support an improvement in attendance.
- If there is no improvement, parents will be informed by letter of the concern, followed by a request for a meeting.
- Should no immediate improvement follow, the Head Teacher will ask a Children & Families Officer to contact the parent/carer and discuss the problem.
- Should the unsatisfactory attendance or lateness continue, the Head Teacher, following discussions with Children & Families and other agencies, will decide whether the case should be referred to the local Area Advisory Group. This group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority to defaulting parents.

Absence through Illness

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

Absence due to Family Holiday

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

Transport

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

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

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

Consideration may also be given to requests for assistance with travel in exceptional circumstances, e.g. where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available. Parents who choose to send their

children to a school other than their catchment school, will not receive assistance in relation to travel to and from school.

School Meals / Milk

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

If you are sending a Packed Lunch with your child, we would ask you to support us in our aim to encourage Healthy Eating.

Please do not include sweets, chewing gum or fizzy drinks.

We are happy to provide advice and support about Healthy Packed Lunches.

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

Menu Lists

Midlothian Catering Services regularly send home advance menu sheets and our school website updates the menu weekly. Parents have found this useful as it gives the opportunity to discuss the menu with their son or daughter. Many of the children regularly bring a cut-out of this menu sheet to hand to the dinner ladies. School meals are free for children up to and including P5. The cost of a two-course meal is £2.10 for P6 – 7 pupils which should be paid using [ParentPay](#).

There are **no nuts, peanuts or lupin** in any meals from our primary school kitchens. However, **some snacks in our nursery schools** may contain **nuts, peanuts, or lupin**. Please contact Lawfield's Nursery team to discuss further.

Free School Meal Provision

Please apply for the [Free School Meals & Clothing Grant](#) **even if your child is in P1-5 and entitled to a free meal at school because, if eligible, you will also receive the clothing grant.**

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

- Income Support (IS)
- Income-based Job Seeker's Allowance (JSA)
- Income Based Employment and Support Allowance
- Universal Credit statement, with monthly Take Home Pay up to £660
- Child Tax Credit only, with annual income up to £17005
- Child Tax Credit and Working Tax Credit, with annual income up to £7920
- Support under Part VI of the Immigration and Asylum Act 1999

Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals.

Further information and an application form can be obtained from the school, this [link](#), or from the Free Meals and Free Clothing Section, Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

School Milk

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

WE ARE A NUT-FREE SCHOOL!

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

Health and Safety

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

School Security

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

Vehicular Access

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

Parking is STRICTLY only to be within the designated parking spaces. Parents and visitors must not park on the turning circle or in the drop off area.

Mobile Phone Use In School

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

Please note:

- Any child who is not on the Mobile Phone Register should not bring a phone into school.
- A child can, however, add their name to the register at any time by handing their phone in first thing in the morning for safekeeping and they will be given this form again to take home for completion to have their name added to the Mobile Phone Register.
- If a child is found with a phone but has not handed it in for safe keeping that phone will be confiscated and parents/carers themselves will be asked to pick up the phone at the end of the day, along with a form for adding their child's name to the Mobile Phone Register if this is to be requested. The child will also be moved onto the next stage of our Positive Behaviour System as a consequence of not following this rule.

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

Medical Care

During the Covid-19 Recovery Phase we will be following appropriate guidelines and procedures and will have a separate Risk Assessment and policy in relation to , excellent hygiene and responding appropriately and safely if anyone shows any symptoms.



It is essential the school be advised of any special medical conditions or requirements involving your child, particularly in respect of conditions which may require essential or emergency administration of medication. This ensures the school acts appropriately should a medical situation arise. Forms are available from school for parents to complete in respect of the administration of medication to their child in school. Should a child advise of illness during the school day, parents may require to be called to collect the child. Please note children are not allowed out of school unaccompanied for any reason and in the event of a planned appointment during the school day, parents should report to reception to arrange the pupil to be collected from class. For reasons of health and safety, it is not appropriate for a pupil to wait at the school door or gate.

Accident Procedure

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

Contact Details

Emergency contact details should be provided to the school at the time of enrolment, and should be kept up to date. THIS IS ESSENTIAL!

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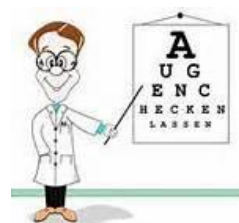
School Health Service

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

Many different services are provided. The issue of maintaining confidentiality is taken seriously by the School Health team at all times. The staff involved make every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service.



Some of the services e.g. testing of vision in Primary 1, are normally provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, parents will be informed and consent requested. If you have any concerns about your child's vision please contact the school nurse who will arrange to test vision or alternatively you can take your child to a local optician (optometrist).



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

School Nurse:

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

The school nurse acts as an important link between home and school. She visits the school regularly and liaises with the teaching staff. Where a teacher is concerned about a child's health, a referral may be made to the school health team only after obtaining parental permission. Separate referrals to child and family mental health services also needs parental permission. The school nurse can also link with other members of the health team, in the community or in hospital, concerned with a child's health. The health team works closely with colleagues from other children's services.

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

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

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

Speech & Language Therapist (S<):

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



Dental Service:

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

Guidelines on the Treatment of Head Lice

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

The most recent guidance for treating head lice can be found on the following website:

<http://www.nhs.uk/Conditions/Head-lice/Pages/Treatment.aspx>

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



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

1. A detection comb (from the community pharmacist or supermarket, etc)
 2. An ordinary comb
 3. Good lighting
- Detection combing is recommended at least once per week as routine and as soon as possible after any close contact has been found with headlice infestation.

- Wash hair well, (conditioner may be applied to make combing easier) then dry it with a towel. The hair should be damp, not dripping.
- Make sure there is good light. Daylight is best.
- Comb with a detection comb. Start with the teeth of the detection comb touching the skin of the scalp at the top of the head. Draw the comb carefully towards the edge of the hair. Look carefully at the teeth of the comb in a good light to see if any lice are present.
- Repeat this from the top of the head to the edge of the hair in all directions working round the head. It can take 15 minutes or so to do it properly for each head.
- If there are head lice, you will find one or more lice on the teeth of the comb.
- If you find what you think is a moving louse, stick it to a piece of paper and cover with clear adhesive tape. If necessary, show this to the nurse, pharmacist or GP for confirmation and advice regarding treatment.
- Clean comb under the tap. A nailbrush may help.

Additional Notes

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

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

The Established Person

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

getting
it right
for every child

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

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

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

What will an Established Person do?

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

Child Protection

The Council has a range of duties and responsibilities in relation to the child protection procedures for all which includes having regard for their right to be protected from harm and abuse. The school's duties and responsibilities for this are set out in the Edinburgh and Lothian's 'Child Protection Procedures' which are used by all Midlothian schools and our partner agencies. Our own Child Protection Policy can be found [here](#) on our website.



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

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

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, who is the school's designated member of staff for Child Protection Co-ordinator, or one of our Depute Head Teachers: Mrs Spence or Mr Egan.

School Closures

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

In the event of an unplanned closure of the school, that is, in an emergency situation, parents will be informed by the most appropriate method - groupcall text, a message in our school app or, if appropriate, on our Twitter feed. In the case of closure due to severe weather conditions, parents will be informed on arrival at the school and local radio will regularly broadcast information to parents.

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

Playground Supervision

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

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

Supervision at the Start of the Day – School Opening

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

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

Supervision during Indoor Intervals

During inclement weather pupils remain in their classrooms over break and lunchtime periods and are supervised by our support staff.

Lawfield and Our Community

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

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

Community Cafes

During the course of the session, we may host occasional Community Cafés to which parents, carers, family members and friends in the community are invited for tea, coffee and refreshments. This is a great opportunity for us to spend some time informally with you and to share some of the learning that has been going on. A member of the Senior Management Team will be at the Café to discuss any issues or answer any questions that you may have about the school. Community Café dates are published on our App. Again, these won't be up and running until we are safe to do so in accordance with government advice around Covid-19.

Community Lets

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

Friends of Lawfield - Our Parent Council

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



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

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

PARENT COUNCIL CONTACTS

Lindsay Herriot-Mosoka – Chairperson

Carol Ferguson – Secretary

Ita Inkster – Treasurer

Vikki Garden – Treasurer

Email: Lawfieldparentcouncil1@gmail.com

Breakfast Club

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

After School Club/ Active Schools

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

During term times, the Club runs:	2:30 pm – 5:45 pm	Monday to Thursday
	12:00 pm – 5:45 pm	Fridays

During school holidays, the club runs from 7:30 am – 5:45 pm Monday to Friday.
For more information please contact the Co-ordinator on 0131 654 1226.

Employment of Children

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

Summary of Contacts with Parents/Carers

Reference has been made to contacts with parents in several sections of this handbook. I hope it is helpful to summarise below the methods of approach and approximate dates. The school encourages all parents and carers to sign up to the School App to keep up to date with news diary dates and ongoing information.

- **Learning Journals Online** - this is your main point of information regarding your child(ren)'s learning and gives you direct access to the class teacher. Please ensure you are signed up to this and access it frequently.
- **School Bulletins** and **class letters** may be sent home at any point in the session and normally relate to specific issues and events. Letters and bulletins may include a return or response slip.
- At the start of each term, a **Curriculum Overview** is put onto your child's Learning Journal Online, highlighting the programmes of work intended for your child's class in the course of that term.
- **Letters to individual parents** will normally be used to support home/school dialogue on a specific matter affecting the progress or well-being of your child. .
- **Report** of each pupil's progress is provided once each term via Parent-Teacher-Learner consultations and will largely be related to the contents of your child's Learning Journal Online.

Gifts and Hospitality

As of August 2019, Midlothian Council's Gifts & Hospitality Policy has been updated. We would like parents and carers to know that, as employees of the Council, teachers must complete an application form for gifts in excess of £25. There is no requirement for teachers to declare gifts given to them by pupils and their families as token gestures of appreciation.

However, some gifts from grateful parents and carers are becoming more elaborate and there have been whole class collections to give teachers larger gifts. **At Lawfield we discourage this as it can put pressure on families.** Great work is being done across Newbattle Learning Community to reduce costs to families and to assist where hardship prevents participation in the curriculum or extracurricular activities. Our team at Lawfield are committed to this agenda and encourage parents and carers to be mindful of this when purchasing collective end of term gifts for teachers. An alternative option would be to donate to the school fund or a local charity.

Complaints Procedure

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

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

- Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more.
- We will keep you informed of your child's progress and we will deal confidentially with any information, which will help us in planning her/his education.
- We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.
- We rely on your support and we welcome your comments on the school.

Stage 1 of Complaints Procedure

If you are concerned about a particular aspect of our work, please arrange an appointment to discuss the matter with the relevant DHT (Mrs Spence for Nursery to P3 and Mr Egan for P4-7 learners) or, if they are unavailable, with the Head Teacher, Mrs Diggle. He/she will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation. In any event, we will notify you, normally within five working days, of the school's response. It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

Stage 2 of Complaints Procedure

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

She will either review the proposed action or notify you of the appropriate Schools Group Manager within the Education Authority whom you should contact (*See Useful Addresses).

Contact the named officer by telephone or by letter at Education and Children's Services Division headquarters or use the form provided on Midlothian Council's [Complaints Procedure](#) web page.

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

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

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

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

Mrs Zena Diggle, Head Teacher, September 2022

Useful Contacts

Based at Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG

Chief Executive	Dr Grace Vickers	0131 271 3002
Executive Director Children, Young People & Partnerships	Fiona Robertson	0131 271 3718
Head of Children & Families	Joan Tranent	0131 271 3418
Community Learning & Development	Heather Fleming	0131 271 3450
Schools Group Manager - Lawfield	Nicola McDowall	0131 271 3726
Schools Group Manager - Early Years	Julie Fox	0131 271 3725
Schools Group Manager (ASN)	Andrew Sheridan	0131 271 3701
Education Maintenance Allowance, Bursaries		0131 271 3730
Free School Meals and Clothing Grants		0131 271 3728
School Lets		0131 271 3705

Based within Commercial Services, Bonnyrigg

Home to School Transport Section		0131 271 5453
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Midlothian Community Health Partnership

Midlothian Community Hospital, 70 Eskbank Road, Bonnyrigg, EH22 3ND		0131 454 1000
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Scottish Government

Victoria Quay, Edinburgh EH6 6QQ		0131 556 8400
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Her Majesty's Inspectorate of Education

Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA		01506 600200
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