



WHITEHILLS PRIMARY SCHOOL HANDBOOK 2023/24



Believe Enjoy and Succeed Together



Whitehills Primary School
Fyfe Street, Forfar, Angus, DD8 3EQ

Tel: 01307 494287

Email: Whitehills@angusschools.org.uk



Website: <http://www.whitehills.angus.sch.uk/>

**This document is available in alternative formats, on request
(Please contact the school office)**

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CONTACT DETAILS

School Name	Whitehills Primary School
Address	Fyfe Street, Forfar, Angus, DD8 3EQ
Telephone Number	01307 494287
Website	http://www.whitehills.angus.sch.uk/
Email Address	Whitehills@angusschools.org.uk
Head Teacher's name	Mrs Coureen Peters (Monday – Thursday) Mrs Claire McDiarmid (Friday)
Class Stages	Nursery – P7 and P1-7 Gaelic Medium Unit
Present Roll	Nursery 34 School 375
Does the school teach by means of the Gaelic Language	Yes
Parent Council Contact	WhitehillsParentPartnership@hotmail.com www.facebook.com/WhitehillsParentPartnership

ORGANISATION OF THE NURSERY AND PRIMARY SCHOOL DAY

Stage	Start	Break	Lunch	Close
P1 - 2	9.00am	10.30 – 10.50am	12.20pm– 1.30pm	3.20pm
P3 - 7	9.00am	10.30 – 10.50am	12.30pm – 1.30pm	3.20pm
Nursery	8.30am			4.00pm

VISITS OF PROSPECTIVE PARENTS

[Choosing a school: a guide for parents \(Scottish Government\)](#)

Parents wishing to enrol their child in Nursery and Primary 1 should follow the timetable for admission to school as advertised in the local newspapers. Applications are available online via the Angus Council website.

Once your child has been allocated a place we will invite you to meet the staff and children, find out more about the curriculum and share information about your child.

A transition programme is in place and prospective parents are sent out details from school nearer the time.

Parents seeking a place for older children should first contact the school office. You will be encouraged to make an appointment to come and visit our school and meet the staff.



This is an ideal opportunity for you and your child to ask any questions that you may have.



SCHOOL UNIFORM

We are very proud of our school uniform at Whitehills, and encourage all children in P1-7 to wear it. Children have the option of wearing traditional uniform or active uniform as detailed in the table below. Children should be encouraged to wear active uniform on PE days as changing facilities are currently not in use. All clothing brought to school should be named or marked in some way. It is difficult for children to distinguish their clothing from others.

Boys		Girls	
Active	Traditional	Active	Traditional
<ul style="list-style-type: none"> • Blue school jumper (with or without logo) • White polo shirt • Plain joggers/ tracksuit bottoms (black/dark colours) • Trainers 	<ul style="list-style-type: none"> • Blue school jumper (with or without logo) • White polo shirt • Black school trousers/school shorts • Black school shoes or trainers 	<ul style="list-style-type: none"> • Blue school jumper or cardigan (with or without logo) • White polo shirt • Plain joggers/ tracksuit bottoms/ sports leggings (black/dark colours) • Trainers 	<ul style="list-style-type: none"> • Blue school jumper or cardigan (with or without logo) • White polo shirt • Black school trousers/shorts/skirt • Black pinafore or school dress • Black school shoes or trainers

Our School Uniform



PLEASE PUT NAME LABELS ON ALL ITEMS

LOST PROPERTY

All property brought to school should be named or marked in some way, to enable children to distinguish their own items.

If an item is lost, such as clothing/ water bottles etc., please ask to check the lost property boxes, which are located in each of the open areas.

If it is something valuable which has been lost, please ask at the school office.

PARENTAL CONCERNS

Key ingredients of a successful school are open communication and partnership working; at Whitehills we recognise this and encourage this approach at all times. We would encourage parents to contact the school immediately if they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns.

If you have a concern, query or complaint you can communicate this to us in several ways:

- Telephone the school office on 01307 494287



- Send a message via ClassDojo
- Email the school on whitehills@angusschools.org.uk
- Drop in at the school reception but you may be required to make an appointment if the member of staff is unavailable

Contact the school immediately if you have a concern. We want to deal with all matters as early as possible. Contact your child's class teacher in the first instance. If you would prefer to discuss the issue with a member of the Senior Leadership Team contact:

- Mrs Claire McDiarmid (Depute/Head Teacher) if your child is in Nursery – P1
- Mrs Jill Flynn (Principal Teacher) if your child is in P2 – P4
- Mrs Pamela Jarosz (Principal Teacher) if your child is in P5 – P7
- Miss Vivien Donnachie (Principal Teacher) ASN / Inclusion
- If after this the issue remains unresolved please contact the Head Teacher - Mrs Coureen Peters (Monday – Thursday) or Mrs Claire McDiarmid (Friday)



The staff will listen to your concern and agree a way forward with you. They will follow-up with a telephone call approximately one week later. This is to ensure all matters have been resolved.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

We value the important part parents play in their children's education. We see partnership with parents as way to enhance children's achievements and promote better school ethos and communication.

Opportunities for Parental Involvement:

During the school day:

- Helping in the nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games

- Supervising board games
- Teaching playground games
- Golden Time activities e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Outwith the school day:

- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff.

Communication with school is very important. We will send you a regular newsletter to keep you in touch with the life of the school and hope that you will keep in touch with us if there is anything which concerns you about your child. We are lucky enough to be well supported by parents and the community as a whole and very much appreciate this. If you feel you can help us in any other way, we would be delighted to hear from you!

Parents are invited to attend two Parents Evenings during the school year. There you will meet your child's class teacher for a ten-minute interview and hear about your child's progress. It's also an opportunity to hear how you can best support your child's learning. One of these meetings takes the form of a Learner Led Conference, where the child will take the lead in talking about their learning, supported by their teacher.

We would encourage you to look at your child's Dojo portfolio with them on a regular basis and support as appropriate the completion of homework as advised by the school.

SCHOOL ETHOS



Our Vision

BEST at Whitehills – Believe, Enjoy and Succeed Together

Our Values

- We are Honest
- We are Hard working
- We are Respectful
- We are Responsible
- We are Kind

At Whitehills, our aims are to:

- care, include and value everyone
- enjoy challenge
- love learning

- be healthy and active
- make the right choices

We are committed to developing pupils' spiritual, moral, social and cultural values. We do this through the ethos and the curriculum. We do this in partnership with parents and take account of the needs of pupils and the views of parents.

We welcome and encourage diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others and compassion and justice. All who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement council policy on equal opportunities and racial equality. All pupils have access to the full range of educational experiences available within the resources of the school. We are committed to eliminating discrimination on the grounds of race, religion, gender or disability.

PARENT COUNCILS

Parent Councils are now established in all Angus primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents and the school – such partnerships being essential to ensure that the child gets maximum benefit from its school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatically members of the 'Parent Forum', with the Parent Council representing their views.

Information about the role of Parent Councils, including access to the newly established Parent Council Blog, <https://blogs.glowscotland.org.uk/an/AngusParentCouncilGroup/> can be obtained from the Angus Council web site Parents as Partners <http://www.angus.gov.uk/parentsaspartners/> .

You can find out more about your Parent Council by contacting the Head Teacher or email:

WhitehillsParentPartnership@hotmail.com

SCHOOL AND COMMUNITY LINKS

Whitehills School is an integral part of the community of Forfar. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils participate in community events and competitions organised by the local churches and Rotary Club. They participate in sporting and cultural events and take part in carol singing in local supermarkets and care homes. We also have a foodbank in school which is supported by local supermarkets.

We hold a monthly Learning Café, where children share their learning with parents/carers. The cafés are also attended by partner agencies such as Voluntary Action Angus, Sustainable Clothing, Family Nurture Team, Vibrant Communities Adult Learning Opportunities, Parental Employability Team, Strathmore community Rugby Trust, Angus Alive and Young Carers who are on hand to offer advice and support.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

Good behaviour is essential to good learning. We aim to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Whitehills Relationships Policy

We have **Five Pillars** that underpin everything we do:

1. Consistent calm adult behaviour
2. Relentless routines
3. First attention to those making the right choice
4. Scripting difficult interventions
5. Restorative follow up

The whole school expectations are our 5 core Values:

- We are honest
- We are hard working
- We are respectful
- We are responsible
- We are kind



Class expectations are negotiated each year with the pupils and are based on our school values. The staff remind children of these expectations in many ways and they are displayed in classrooms.

We regularly look for over and above recognition to celebrate and share. We also believe partnership working with parents/carers is fundamental to supporting positive behaviour in school. If the child sees that home and school are working in partnership there is much more likely to be a positive response to any consequences we may have to issue, such as writing a letter of apology. We recognise at times that children will make the wrong choice, which can impact on the learning and safety of others. Through restorative approaches we strive to repair relationships and move on from a negative situation.

CELEBRATING ACHIEVEMENT

Children work hardest when they know that their work will be appreciated and praised. We look for all opportunities to recognise and celebrate good behaviour, positive choices and effort through a range of approaches including certificates, stickers and earning house/Dojo points. All children are allocated a House: Cherry, Chestnut, Willow or Oak. We try to keep siblings in the same House. Children can earn points for a variety of reasons including being kind, effort with tasks and displaying the school values. The whole school celebrates achievement on a weekly basis by sharing successes for good work, effort or kindness shown to others.

Each week we have a special focus on one of our school values or aims – the Value/Aim of the Week. Children are awarded special house tokens for demonstrating the value or aim of the week in our playground. These are placed in our special token collector which is shared at assemblies each week. Each month, the tokens are counted and the house with the most tokens are rewarded with an extra playtime. At the end of the session, the house with the most number of points will be awarded the House Shield.





Once per month we celebrate our children that go over and above and consistently follow our school values and aims. They receive an 'Excellence Award'. As well as having their photo displayed on the Wall of Excellence, they are also invited to have a milkshake treat with the Head Teacher.

School successes are also shared in newsletters. We have an end of session prize-giving as part of our Church service where a variety of shields and cups are awarded to recognise successes.



EXTRA-CURRICULAR ACTIVITIES

There is a vast array of extra-curricular activities available for your child to participate in at either lunchtime or the end of the school day, these include:

- Choir
- Dance
- Football
- Cross-country
- Athletics
- Netball

Information will be sent home regarding extra-curricular activities that take place after school. If you wish your child to take part, please sign the parental permission slip and return to school.

We also have some lunchtime clubs for our younger pupils which are run by our P7 pupils, who take responsibility for the organisation and planning of activities. These include Quiz Club, Drawing Club, Coding Club and Art Club.

PUPIL COUNCIL

We have an active Pupil Council led by members of school staff. We also have an active group of P3 and P7 House and Vice Captains that organise activities and represent the views of the whole school. Throughout the year they meet regularly with staff House Captain Co-ordinators to plan House events for the school. Both groups are involved in taking forward school improvement ideas and addressing emerging issues as they occur. They also plan all charity events.

There are also a number of active Pupil Groups, led by members of SLT, made up of reps from all classes from P2-7. The School Improvement Reps, Reading Leaders, Outdoor Champions, Wellbeing Reps and Wider Achievement Reps meet regularly to take forward ideas and improvements across the school. We also have an active Junior Road Safety Officers (JRSO) group who are responsible for sharing road safety messages and encouraging walking to school.

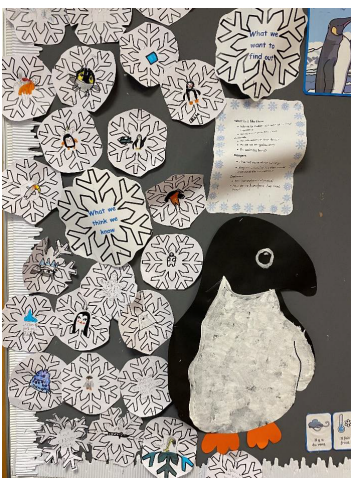
LEARNING OPPORTUNITIES

Our curriculum aims to raise achievement for all, and enable children to develop skills, knowledge and understanding they need to succeed in learning, life and work.

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.



THE PUPILS AND PARENTS VOICE



Personalisation and choice is one of the seven principles of curriculum design and children at Whitehills will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents through a termly curriculum leaflet and parents may be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk.

Parents will be invited to share comments regarding the planned work for their child and are encouraged to feedback comments at any time through ClassDojo.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

We encourage all parents to sign up to Class Dojo. This is a source of considerable information, illustrating the work of classes across the school but also allowing access to their individual child's portfolio where they can access information about what their child is learning. Additionally, open events for parents are held annually and led predominately by the children. During such events the children and staff will describe, demonstrate and share their experiences of the curriculum in school. Parents/carers are also invited to our monthly Learning Cafes, which are led by a different year group each month, where staff and pupils showcase and demonstrate an aspect of the curriculum.

There are links to national information at <http://www.angus.gov.uk/linksforparents>.

EARLY LEARNING AND CHILDCARE

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Our ELC class offers sessions between 8.30am and 4.00pm, 4 days a week, over 38 weeks of the year. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at www.angus.gov.uk/earlyyears

GAELIC MEDIUM EDUCATION AT WHITEHILLS SCHOOL

What This Is?

The Gaelic class is a place to learn and speak Gaelic. It is just like an ordinary class, but we do our work in Gaelic instead of English. Most of the children's families don't speak Gaelic at home. It is the only Gaelic class in Angus. Your child can benefit from being in the Gaelic class because they have the opportunity to learn a second language from P1.



What the children think

- We can learn a new language and develop speaking skills.
- We learn Gaelic songs.
- Everyone is very nice and helpful and makes sure we are OK.

What the parents think

It is good for children because:

- As you are learning Gaelic it builds an inner confidence that helps with all subjects.
- It's a great opportunity for children to learn another language from a young age.
- Small and friendly, similar to a country school with lots of one to one teaching and also help from the older pupils. They have a fantastic teacher and the class has a close bond.

How to Find Out More

Please contact the school office to arrange a visit.

For more information visit these useful websites:

www.bilingualism-matters.org.uk

www.gaelic4parents.com

www.learnghaelic.net



LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Forfar Academy and other Primary Schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.



Please visit Forfar academy website for more information: <http://www.forfaracademy.angus.sch.uk/>

SCHOOL IMPROVEMENT (School Specific)

MAIN ACHIEVEMENTS

- Our children contribute to the life of the school and wider community, and engage well with extra-curricular opportunities. This session we have had football, basketball, netball and cross country clubs, and children have had the opportunity to participate

in tournaments and festivals with other schools.

- Our P7 team won the North Angus League Football Tournament and our P6 girls team won the Cross Country Event. Our Netball Team were second in the North Angus Netball Event.
- Our GMU class participated in the local Gaelic Mod for Angus and Perthshire and received numerous individual awards, as well as winning the group drama competition.
- Our Gaelic class has supported a Cluster school with Gaelic Language development. They spent a day at Inverarity School teaching some key vocabulary and phrases. This allowed our children to practise their language skills in a real life context and contribute effectively to the learning opportunities of other children.

Learning and Teaching

- All classes facilitated a family learning café with a focus on phonics, spelling and homework. To support with the cost of living crisis and help minimise the effect of poverty, a book swap, sustainable school uniform and food-bank were available, and the Welfare Rights team from Angus Council provided support and advice to families. Partner services delivered workshops sharing advice. The cafes were well attended and the impact has been positive. Feedback from parents has highlighted they now understand more about how we teach phonics, reading and spelling and how they can support their child at home.
- All staff have engaged in self-evaluation using the Whitehills Personal Reflection Record Rubric (PPRR). Areas of termly focus are linked directly to our updated Learning and Teaching Policy.
- We have reviewed some of our curriculum pathways to ensure they were aligned to Curriculum for Excellence (CfE). Reading, listening and talking and PE have recently been updated and moderated with staff, and will be implemented next session.
- This session staff have followed updated writing pathways to help improve pace, coverage and progression within writing.

Relationships

- A revised Relationships Policy has been successfully introduced at all stages and shared with parents/carers. Primary 5 children created an informative video to explain how Zones of Regulation are used to support all children to identify their feelings and self-regulate.
- We have embedded our vision, five core values and aims in the work of our school. Children sing our 'Whitehills School Song' weekly and we introduce and discuss 'Our Value of the Week' at assembly in English and Gaelic. This is shared in a weekly assembly Class Dojo post for parents so it can be discussed at home.
- We have organised a variety of events for families and our local community to encourage an ethos and culture of inclusion and participation in school life again, for example, Learning Cafes, Community Afternoon, Christmas Craft Sale, Christmas Concert.

- There are regular planned opportunities for senior pupils to support younger classes with joint projects, for example, paired reading, organising sports practice sessions and a shared writing and reading project.

Outdoor Learning

- A successful partnership has been developed with Alba Explorers, outdoor education specialists. A poly tunnel has been built within school grounds and weekly outdoor learning sessions have been delivered to children across the school, which have developed listening skills, social interactions and team working skills with others.
- Training was delivered to teaching and support staff on fire building and fire safety. Staff and children that have used the fire-pit reported that it was a thoroughly enjoyable experience that helped teach skills of safety in a real life context.
- Outdoor learning kits have been developed to ensure staff have the resources required to support taking the learning outside
- Playground areas have been developed to support us to use our spaces far more effectively to promote positive relationships and wellbeing. Activity zones have been developed within our playground including reading areas, loose parts play, nature trail and activity trail. Senior pupils have taken on leadership roles to support younger children such as Fred's Friends, Playground Buddies and Monitors.
- House point tokens have been introduced to celebrate children following our values during playtimes. As a result of these initiatives, we are seeing an improved ethos and an increase in positive relationships across our school community.
- Our Pupil Council, supported by staff reps, are working towards achieving our Rights Respecting Schools Silver award. They organised a successful community afternoon linked directly to the United Nations Convention on the Rights of the Child (UNCRC) Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

IMPROVING STANDARDS

The Senior Leadership Team has high expectations for the children of Whitehills and is focused on improving outcomes for all learners. Staff are encouraged to take leadership roles in aspects of school improvement.

- Our learners make good progress from their prior levels of attainment. Overall, averages of our end of level attainment at P1, P4 and P7 stages indicates that we are meeting our target of 85% in numeracy and maths, and exceeding this in reading, 89% and listening and talking, 91%. Overall attainment in writing is 81% so we are just below our target of 85%.
- This session staff have followed updated writing pathways to help improve pace, coverage and progression within writing. On average, 71% of children are currently achieving the expected standard within writing at the end of each stage. An average

of 81% of children are achieving the expected level in writing by the end of a level. This is not reaching our target of 85%. Staff have shared that this is an area that they feel less confident in delivering and all staff indicated in a recent survey that they felt that approaches to teaching writing should feature within our School Improvement Plan next session.

- This session we have reviewed Reading, Listening and Talking and PE pathways to ensure they are progressive across stages and levels, and aligned with the Es and Os, benchmarks and the seven design principles of CfE. During the review process, staff had the opportunity to work together in stage, level and cross-level groups to moderate and develop a shared understanding of progression.
- A new Read Write Inc. Spelling programme has been successfully introduced at P4-7 stages. Progress and impact have been monitored through regular diagnostic testing which indicates that almost all children have made significant progress in their learning.
- All staff have been involved in reflecting on our Curriculum Rationale and identifying how we will achieve BEST (Believe, Enjoy & Succeed Together) at Whitehills. A next step is to share and consult with children and parents in order to create a final version of our Curriculum Rationale.
- A recent parental survey indicated that almost all parents/carers (95%) felt that their child is making good progress at school and almost all (90%) agreed that children find their activities hard enough. Feedback from our SIRs (School Improvement Reps) indicated that they all (100%) feel that they are making good progress at school and the entire group felt that most of their activities were challenging enough.
- Learner led conferences were introduced this session to make children more aware of the progress that they are making and their next steps in learning. Our SIRs (School Improvement Reps) explained this updated process by recording a video for parents. This was well attended and almost all that attended engaged with the three-way process. Feedback has been on the whole positive, with children being very enthusiastic, and most staff sharing that the process helps the child to be more involved in their learning journey
- Progress and impact within our Relationships School Improvement Plan has been good. We have achieved our overall outcome of survey data showing improved relationships across the school community and almost all children feeling happy and safe in our school environment.
- We are seeing the positive impact of our Relationships policy in school. During SLT pop-in visits in Term 3 consistent strengths in almost all classes were positive relationships, calm and supportive learning environments and behaviour managed sensitively following our policy. Almost all children were hardworking, settled and engaged. In a recent parental survey almost all parents/carers (93%) indicated that their child likes being at school and that staff treat their child fairly and with respect. Most parents (88%) indicated that school encourages children to treat others with respect.

SCHOOL IMPROVEMENT PLAN

Our priorities this year are as follows:

Improving approaches used to teach writing –

- Train all staff in Explicitly Teaching Writing approaches, provided by Stephen Graham
- Plan and deliver theory from training sessions within writing lessons
- Introduce cold writing tasks at the beginning of each writing block and a follow up task at the end of the teaching block to assess progress
- Engage in moderation activities with colleagues from another school
- Moderate implementation and progress
- Facilitate family learning cafes where each class will share learning approaches related to Stephen Graham's Explicitly Teaching Writing

Planning and Assessment

- Refresh current long and medium term planning processes to include Sustainable Development Goals (SDGs), United Nations Convention on the Rights of the Child (UNCRC) and Meta-skills
- Update Curricular Leaflet, which is shared with parents/carers, to include information within the four contexts for learning and incorporate personalisation and choice (pupil voice)
- Use recently reviewed Whitehills Progression Pathways to support planning in Reading, Writing, Listening and Talking and PE
- Moderate and implement recently produced Technologies pathways
- Update and moderate Science Progression Pathway
- Introduce agreed Assessment Policy and calendar
- Staff to use Personal and Professional Reflection Records to evaluate progress and develop individual targets within planning and assessment
- Share our draft Curriculum Rationale with parents/carers and pupils and use feedback to inform final version

Outdoor Learning

- Staff to use outdoor learning boxes/rucksacks and resources to support outdoor learning
- Continue to work in partnership with Alba Explorers to deliver a bespoke programme of Outdoor Learning
- Work in partnership with Learning for Sustainability Officer to build staff confidence and capacity in delivering curricular learning outdoors
- Create links with Outdoor Learning in IDL grids at the planning stages
- Staff participate in training and sharing of good practice in Outdoor Learning
- All classes to deliver outdoor learning on a weekly basis
- Develop a sustainable model of outdoor learning

HEALTH CARE

You can contact your school health staff at: -

School Nurse: Anne McLachlan
Whitehills Health & Community Care Centre
Station Road
Forfar

Tel: 01307 475274

Mob: 07733 283967

E-mail: Anne.Mclachlan@nhs.scot

DOGS IN SCHOOL GROUNDS

We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs.

So, please ensure dogs (except for assistance dogs) are not brought into school grounds.

And if you are walking your dog to and from school, please remain at a reasonable distance from the school gate.

This will enable children and adults to enter and exit safely.

We'd ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions
- ...and more

FINANCIAL ENTITLEMENT DIRECT LINKS

- [Free School Meals and Clothing Grant](#)
- [EMA \(Secondary Schools\)](#)
- [Welfare Rights/Benefit Calculator](#)

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents