



Front Cover Designed by Nancy P6



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

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CONTACT DETAILS

School Name: Woodlands Primary School

Address: Queen Street, Carnoustie, DD7 7SU

Telephone Number: 01241 465446

Website: www.woodlands.angus.sch.uk

Email: woodlands@angusschools.org.uk

Head Teacher's name: Mrs Suzanne Smith

Class Stages: Nursery and P1 - 7

Present Roll: 189

Email address for the Parent Council:

parentcouncilwoodlands@gmail.com

www.facebook.com/woodlandsprimaryparentcouncil

ORGANISATION OF SCHOOL DAY

School Hours	Morning Session (P1-7)	9.00am - 12.30pm
	Morning Interval	10.30am - 10.50am
	Lunchtime	12.15pm - 1.15pm
	Afternoon session	1.15pm - 3.20pm
Nursery Hours	Day Session	9.15am - 3.15pm

VISITS OF PROSPECTIVE PARENTS

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

Prospective parents are invited to telephone the school to arrange a meeting with the Head Teacher to enable you to visit us and see round our school. Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Parents of Nursery and Primary 1 new entrants will be invited to visit the school and meet the teachers during the Summer Term as part of the induction process.

SCHOOL UNIFORM

We recommend that all pupils in P1-7 wear school uniform and hope that parents support us in setting high standards of neatness and cleanliness. School sweatshirts, fleeces, kilts, ties, summer dresses, jackets and polo shirts of good quality can be ordered online at Border Embroideries or www.myclothing.com or there is a fairtrade option at www.koolskools.co.uk. All these items bar the kilts and ties display an embroidered school badge.

Tee shirts and sweatshirts with the Nursery badge are also available for our younger children.

School colours are -

- bottle green - sweatshirt, fleece, cardigan, jacket, tartan tie, and kilt for girls
- white - polo shirt, shirt, blouse, socks
- grey - trousers, skirt, pinafore, socks
- green check – school dress
- PE kit – Plain white or green tee shirt/ black shorts (indoors); plain white or green tee shirt, black tracksuit/leggings and black sweatshirt (outdoors)



Please ensure all items of clothing are clearly labelled with the child's name and that this is checked regularly for clarity, as it is difficult for children to distinguish their clothing from others. PE kit should be stored in a bag also labelled with the child's name. PE Kit bags are available for sale from our suppliers, which can be ordered by parents online:

www.border-embroideries.co.uk or www.myclothing.com or a Fair Trade option at www.koolskools.co.uk

In the interest of safety please note jewellery should not be worn to school. This also prevents concerns and issues around it being lost or broken. For those who need to wear ear-rings as ears have been newly pierced, they should be studs only which will need to be covered with tape during a PE lesson, or removed. Please avoid hoop ear-rings as they easily catch on equipment and clothing. False nails are also not permitted during PE for safety reasons and therefore we request children refrain from wearing false nails in school as outdoor activities and PE can take place on any day across the week.

PARENTAL CONCERNS

Parents should contact the school immediately 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. Please contact your child's class teacher in the first instance or, if you would prefer to discuss the issue with a member of the management team, please contact Mrs Connor regarding children Nursery to P3 and Mrs Ferguson P4-P7. However should you wish to discuss any concerns with Mrs Smith, Head Teacher please do not hesitate to contact the school. The staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation with a telephone call as appropriate to ensure all matters have been resolved satisfactorily.

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

If parents have cause for complaint or a concern they should contact the school and make an appointment to speak with the class teacher in the first instance but please do not hesitate to contact the school office to make an appointment with a manager as above.

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication. We therefore invite parental help each year through a letter in term one.

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 e.g. number partners, social subjects, health education e.g. first aid or technology
- Supporting the running of the library
- Reading stories to groups of children, playing literacy/number games
- Supervising board games
- Teaching playground games
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, helping with music/songs
- Road safety – Cycle Training and Walk wise
- World of Work – sharing information about your job and related skills and qualifications.

Out with 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
- Supporting the P7 residential trip
- Joining and supporting the Parent Council.

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

At Woodlands it is important that parents are involved in their child's learning and are part

of our learning community. All parents are invited to attend two Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10 minute interview and talk about their child's progress. This is also an opportunity for parents to talk about how they can best support their child's learning. Parents are also encouraged to look at their child's learning log with their child and support as appropriate the completion of homework tasks as advised by the school. Seesaw is used by the school and is an important form of communication between home and school as information about learning is shared regularly. Newsletters are also sent home each term informing parents about learning, achievements and what is happening/about to happen in school. In addition, curricular events are held each year to share information about the curriculum and learning approaches, and parents are also invited to feedback about school priorities to further facilitate parental involvement, partnerships and help us identify our next steps.

SCHOOL ETHOS

We regularly revise our school community aims, values and vision statement through consultation with our pupils, staff and parents.

Our School Vision – *“Believe and Achieve”*

We strive to do this through our values and aims:

Values:

Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected. Included.

Aims:

To be kind in our actions and words.

To try our best.

To be responsible for our school and community.

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both our ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both has the right to be respected as an individual and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

PUPIL REPRESENTATION & INVOLVEMENT

Now in our sixteenth year at Woodlands Primary we have become a well-established school community with a number of major achievements under our belt. These include Digital Schools Award, Silver Reading Accreditation as well as our Eco Schools Awards (we have gained our 8th Green Flag) and Rights Respecting Schools bronze award, all of which have involved pupils working in collaboration with staff and, in many cases parents and/or the community. In addition, last session our nursery gained their Elklan communication friendly setting award – the first in Angus. We have very good working relationships with our pupils and parent forum and a number of groups have been become established over the years to support us with projects including the continued development of our Zen Garden which has involved staff, pupils, parents and members of the wider school community. We are now in the process of working towards our gold Reading Accreditation, developing an outdoor reading area with the Pupil Council in response to pupil request, and are working towards gaining our silver award as a Rights Respecting School.

ECO COUNCIL

Eco Council – involving staff, pupils and parents. The Eco Council have been influential in many aspects of development across the school. We have a beautiful outdoor classroom which was designed by one of our previous P7 classes and built by a local builder using stripped pine and traditional building methods. Having access to outdoor spaces is so beneficial to learning that recently we liaised with Alba Explorers to design and create our school pond and to further develop the area around our outdoor classroom, with teachers also attending training in ecology and how to maintain our willow and orchard.

The Eco Council has established positive links with the wider community to develop our grounds to encourage butterflies and bees and to increase our planting opportunities through planters at doorways and with the help our community, we have completed our mindfulness/Zen garden.

We were awarded with our first Green Flag for Eco Work in 2009, and have now successfully gained our 8th Green Flag last October. The Eco Council meet regularly and continually explore and organise their action plan to ensure we maintain our Eco friendly approaches and developments.

YOUNG LEADERS

Young Leaders – our older pupils are trained to organise and lead sporting activities both within and out with the school. To date they have successfully led the Primary 2 Cluster Sports Festival and a range of games afternoons in school and during last session continued to provide outdoor activities for our younger pupils daily during lunch time or playtime.

Rights Respecting Schools Group

This group is supported by Mrs Ferguson and meets regularly each term to discuss how we can ensure children, staff and parents know about children's rights and how we can ensure they are embedded and highlighted across our school. They have created a video for parents which was sent home, share information at assemblies, made wall displays and linked the rights to everyday expectations/routines across the school. In addition, teachers

have linked rights to planned learning and, as a school we promote pupil voice.

Digital Leaders

Our digital leaders support digital learning across our school across the year, supported by Mrs Connor. They organise and lead Code Club as well as support younger children to access digital learning and supported us to gain our Digital Schools Award.

SCHOOL AND COMMUNITY LINKS

Any school is an integral part of the community of its town. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils have participated in community events such as the Remembrance Day Service and competitions organized by local groups and also participate in sporting and cultural events. In addition, our school invites members of the local community to attend our Community Christmas Show each December. Furthermore, children attend local care homes to sing songs and share their learning and our classes organise enterprise events when members of the school and local community are welcomed into the school to hear about learning and have a cup of tea/coffee.

Visitors

A variety of visitors will regularly share their knowledge and skills with us. Visitors of particular interest to the children have included sports people, authors, Country Park Rangers, Community Police Liaison Officers, the Fire Service, Health Service professionals, local celebrities, DCA and representatives of the caring profession.

Educational Visits

To make learning more meaningful we can make full use of the excellent resources in our local area, either by visiting them or inviting them to visit school.

Field study trips can include:-

Visits to local places of interest- beach, library, local schools, businesses, Leisure Centre

Verdant Works

Dundee Rep

Council Chambers, Forfar

Dundee Science Centre

Local Farms

Country Parks – Environmental Studies and Watersports

Barry Mill

Glamis Castle

Botanic Gardens

Guide Dogs for the Blind Centre

S.S.P.C.A. Centre

Montrose Basin

H.M.S. Discovery and Unicorn

Lifeboats and Coastguard Stations

Arbroath Abbey

Easthaven

Local places of worship

Local Supermarket

Our pupils have a variety of opportunities to achieve in a range of activities including:

In-school and Carnoustie/Monifieth sports tournaments/events

Swimming at CHS

Individual class organised fundraisers

Bike-ability

Walk Wise

Developing and maintaining the school garden

Residential trips

Performances

Representing the school in a variety of local community events e.g. the Remembrance Day service

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

Positive relationships are essential to our ethos and conducive to learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in producing and sustaining this positive ethos. The expectations and approach of the school are of a common sense nature, bearing in mind the interest and safety of all concerned with a focus on our school values.

Having reviewed our school rules recently, we have identified three key rules that

underpin all of our expectations for behaviour, these are be Respectful, Responsible and Safe. Having three key rules make it easier for everyone to remember and staff refer to these rules in their language when talking with pupils.

Classes have recognition boards in each class where pupils are recognised for exemplifying the school rules. Each class discusses with their teacher which aspect of each rule will be their focus e.g. Respect – by thinking about the tone used when talking to others, Safe- keeping all four chair legs on the floor. Children are also encouraged to work together as a team to earn marbles which are put into a class jar and once this jar is full the children participate in a class treat which they have discussed and agreed with their teacher. Positive notes home are shared when an individual pupil has gone “above and beyond”. When a child is struggling to manage their behaviour they are initially supported at class level and, if this has limited impact, further interventions and supports are identified, as detailed in our Positive Relationships Policy.

Staff also help pupils resolve issues through working through a series of restorative questions which help them to understand how a situation may have occurred and how to move forward, thereby further equipping them with skills for life. In addition, from nursery to P7 we implement an approach called the Zones of Regulation whereby children are supported in understanding how they and others feel, what can impact their feelings and emotions as well as strategies that can help them to manage their feelings and regulate.

CELEBRATING ACHIEVEMENT

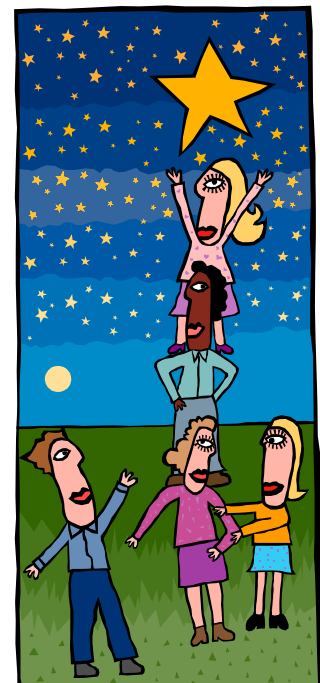
Children learn better when they know their efforts will be appreciated and praise is meaningful. All staff encourage pupils at all times and in all activities to give their best and to keep trying.

The whole school celebrates achievements on a weekly basis during assembly by the giving of stickers and children's achievements are recorded in the Good News Book and a photo placed on our achievements wall at the school reception.

Children in P1-7 are allocated to one of four houses: Oak (yellow); Ash (blue); Rowan (green) or Beech (red). Pupils can gain points for their house during sports day as each house competes in sporting events. The House Points system culminates in the winning house receiving the House Trophy at the end of the session which is presented at the End of Term Service. Further achievements are also celebrated at this service including trophies for Sportsmanship, Citizenship, Music, Artistic Expression, Service to the School and the Parent Council Trophy for Service to the Community.

At Woodlands it is important to us that we celebrate all our achievements. In terms 2 and 3 each year we hold special assemblies to celebrate those successes our pupils have experienced out with school. Parents are invited to inform the school of their child's achievements and these are read out in our 'Celebrating Wider Achievements' assembly. The children each receive a certificate and their picture is displayed on our 'Wall of Achievement', along with other achievements across the school such as sports team successes and fundraising events.

Throughout the year learning logs are sent home to share



children's learning and progress with families. Through these logs, parents are invited to further share their child's achievements out with school and these are then discussed in class, with any themes then informing future learning and/or extra-curricular clubs, as appropriate, to draw on or further build on skills.

EXTRA-CURRICULAR ACTIVITIES

We run extra-curricular clubs for football and netball throughout the year annually. In addition we run seasonal clubs for athletics, basketball and cross country as well as organising shorter clubs which introduce children to a variety of different activities such as dancing, games, golf, choir and chess. Teachers hold discussions with children regularly to identify their interests, which can then influence the clubs being provided. In recent years, as a result of school improvement and children's interest, Code Club has run at lunch times or end of day providing the Digital Leaders with the opportunity to plan and lead a club for P4-7. Older pupils with particular skills and interests are also encouraged to share their skills and develop leadership skills by organising playtime clubs for younger pupils such as dance club, with adult support. More information is available on a regular basis through school newsletters and club letters.

PUPIL COUNCIL

Our council includes representatives from P3-7 who meet regularly with a member of staff to discuss any points raised by class members and aspects of the school improvement plan and to enable them to identify and implement their own action plan. The Pupil Council members are elected by their class peers at the start of the session and hold office for one year. They have been involved in the past in bidding for Lottery Funding for playground equipment and toys and have been involved in surveying the school about how to improve reading as well as annually help to improve our school handbook. Over the past few sessions, our Pupil Council have organised fundraising events for a range of local, national and international charities and identified a need to review our behaviour management approaches which led to a whole school review through a focus group and a change to our approaches. Last session as a result of children feeling the hall has been too noisy at lunch time, they have identified a range of approaches to try and help reduce the noise levels which continue to be implemented. This session, they are focusing on creating an outdoor reading area as a result of pupil feedback and request.

LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups. To help learners develop knowledge, skills and aptitudes in more depth there are a variety of different approaches to learning:

Using technologies (*to find material, communicate, create and present*)

Active learning (*being actively engaged whether mentally or physically, using real life and imaginary situations*)

Co-operative learning (*encouraging thinking and talking together to discuss and solve*

problems)

Interdisciplinary learning (using links between different areas of learning to deepen understanding)

Outdoor learning (using the outdoor environment for learning)

Personalisation and Choice (being given choices and being involved in planning learning)

Skills (developing the skills for learning, life and work, including problem solving, analysis and evaluation, creativity, making judgements and decisions and developing arguments).

THE PUPILS' AND PARENTS' VOICE

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education 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 context and plan together the areas of specific focus e.g. learning about another country, the World of Work, or what life was like in Granny's Day, taking account of children's needs and interests as the context progresses. This will be shared with parents through the homework and learning logs and parents will be invited to support the learning by sharing resources from home e.g. travel brochures and leaflets, 1980s items or visit the school to share their knowledge and skills.

Parents will be invited to share comment regarding the planned learning for their child through their child's learning log throughout the year and are encouraged to comment at any time through Seesaw.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

The school website is a source of considerable information, illustrating the work of the school. Additionally, a curriculum evening or afternoon for parents is held annually and led predominately by the staff and children. During this event the staff share information about school initiatives and/or curriculum approaches.

More local information can be found through links within this handbook and the Council Website. There are links to national information at 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 nursery class offers sessions between 9.15am and 3.15pm, 5 days a week, over 40 weeks of the year. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and child-minders. 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

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Carnoustie High School (CHS) 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. Our pupils usually attend CHS and therefore take part in transition events with the High School and other Primary 7 pupils who form the Carnoustie Cluster in preparation for going to Secondary. This process starts in term 1 of Primary 7, with a range of visits from High School staff and pupils to Woodlands and visits from the Primary 7 pupils to the High School, culminating in the Primary 7 pupils attending CHS for 2 days in June. Each year there may be pupils who for a variety of reasons would benefit from enhanced transition, and they will have additional visits and links with CHS.

CHS Contact Details:

Carnoustie High School
Shanwell Road
Carnoustie
DD7 7SS
Tel: 01241 465300

SCHOOL IMPROVEMENT

MAIN ACHIEVEMENTS

- All teachers have attended training in Explicitly Teaching Writing, with all pupils identifying they find the approach helpful.
- All teachers are engaging in early implementation of this training, sharing practice, with all observing increased pupil engagement in writing.
- All teachers have engaged in moderation activities in writing within school, and almost all have also moderated with cluster schools to increase shared expectations.
- Teachers have moderated writing samples with those of a school out with our cluster to further increase shared expectations and standards in writing.
- Nursery staff have moderated folios and observations within the team and identified shared expectations.
- Teachers of the older classes have worked collaboratively to create rubrics for children to use in writing to support them in identifying where they are in their learning and where they are going next.
- Nursery children are using mind maps and helicopter stories allowing them to create and record their own stories.
- Our nursery team completed their Elklan training, resulting in our nursery becoming the first communication friendly setting in Angus.
- Our Rights Respecting Schools group have been working hard to explore their rights and look at ways to share this information. This has included creating displays in Nursery–P7, sharing information at assemblies, linking rights to aspects of everyday school life and creating and sharing a film for parents.

- Children's Rights have been linked to contexts for learning to increase relevance and meaning for the children from Nursery to P7.
- Tools and strategies to support self-regulation have been further explored in Nursery–P7, with pupils in each class collaborating with their teachers to identify resources.
- Feedback from pupils has resulted in a plan being underway to develop our current Fairy Garden into an outdoor reading area.

Further information about the school's achievements can be found in the school's Standards and Quality Report, copies of which are available in the school foyer.

IMPROVING STANDARDS

Positive proactive measures are taken to review children's progress and identify and meet needs, taking account of health and family circumstances as well as social and emotional needs. This past session, we have responded to the positive impact of our development of the Zones of Regulation by supporting children to access tools and strategies, many of which were purchased as a result of consultation with the pupils about what makes a difference. In addition, we continued to provide opportunities for the children to reflect on and share how they feel at various points in the day through check-ins, supporting children and adapting approaches based on the information they shared. We also reviewed our use of the wellbeing webs to ensure they remain relevant, capturing how the children feel so they inform/influence each teacher's health and wellbeing approaches and planning.

Whilst attainment across the school remains very high, with 86-100% of children attaining across literacy and numeracy, teachers have continued to engage in moderation and quality assurance activities to share effective practice and improve teaching and learning across the school and Carnoustie cluster. Our focus this past session has been extended writing, with teachers planning together, sharing expertise and engaging in professional dialogue about expectations at each stage and level. Teachers have also engaged in Career Long Professional Learning to improve their own skills and share their expertise and approaches with each other in writing, with approaches being better structured and modelled to children resulting in children engaging better and extended writing improving. Ensuring all children can access the curriculum, with diverse needs being better met has also been a focus of professional learning. This has resulted in teachers further exploring the use of technology to support literacy and an increased number of children having improved access to these resources.

Further information about the school's standards and improvement can be found in our Standards and Quality Report, copies of which are sent to parents annually, are on our school website and are available in the school foyer.

SCHOOL IMPROVEMENT PLAN

Based on our evaluations, feedback and attainment our priorities this session are as follows:

- Develop a whole school approach to implementing explicitly teaching writing.
- Collaborate with our cluster schools to moderate our approaches and writing samples to further increase shared expectations across the cluster.

- Further link children's rights to contexts of learning across P1-7.
- Ensure children's rights are discussed within contexts in the nursery.
- Complete our consultation with parents and consult with children and staff to refresh our curriculum rationale.
- Use the data gathered from interventions to analyse the effectiveness and impact on children's progress and attainment.
- Review our wellbeing webs to increase their effectiveness in meeting learner's needs.
- Review school aims, vision and values.
- Embed Zones of Regulation.

READ, WRITE, COUNT

The Read, Write, Count Programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents and is used in our classes to support literacy during the first part of term 2. Parents are then invited in to school to engage and hear about the resultant learning prior to the gift bags going home.

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

PARENTZONE SCOTLAND

Parent zone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed [here](#). Why not check out the website for ideas on how you can support your child's learning.

HEALTH CARE

You can contact your school health staff at: -

Carron Forbes, Emma Bullock, Nicola Eaton - ABBEY HEALTH CENTRE, EAST ABBEY STREET, ARBROATH. DD11 1EN

Or the local medical centre: Carnoustie Medical Centre, Parkview Primary Care Centre, Barry Road, Carnoustie 01241 802377

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. In addition, some children feel intimidated or unsure of dogs.

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.

Child Protection Coordinator

If we think a child has come to harm as a consequence of possible abuse, we need to report it.

At least one member of staff in each school is responsible for child protection matters. They will have had special training in this area.

In our school the Child Protection Coordinator(s) are: Suzanne Smith (HT), Judith Conor (DHT) and Laura Ferguson (PT).

If you want to know more about child protection and the safety of children, contact the school. There is also information about child protection on the Angus Council website.

As a school we have good contacts with health professionals, social workers and the police. Any or all of them may offer support, or become involved, if concerns of abuse arise.

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